

BV

1/45

B3

COP. 2

The University of Chicago
Libraries



GIFT OF

Univ. of Chicago Press.

**STUDIES OF THE
YOUNG MEN'S CHRISTIAN ASSOCIATION
COLLEGE, CHICAGO**

THE studies by the Y.M.C.A. College, Chicago, are concerned primarily with the experience of the Young Men's Christian Associations and come within the broad field of education and social science. Attention centers upon the following selected problems: activities of the executive secretary; activities of the physical director; selection of the secretary; "claims" of the local Y.M.C.A.; behavior changes in adolescent boys; good will of the local Y.M.C.A.; and compensation of the secretary.

The Young Men's Christian Associations afford ample material for detailed description and synthesis. The movement is over seventy years old. There are more than fourteen hundred Associations in the United States, each an independent, organized unit, varying widely in program around the common purpose of the movement, yet together united in a National Council where data are collected from all and experience is focused and exchanged.

Through these studies the College expects to provide the Young Men's Christian Associations with material that will contribute to a better understanding and improvement of their processes. Other organizations and individuals whose interests are similar to those of the Associations will probably find valuable suggestions in the methods of inquiry and conclusions.

THE Y.M.C.A. PHYSICAL DIRECTOR

THE UNIVERSITY OF CHICAGO PRESS
CHICAGO, ILLINOIS

THE BAKER & TAYLOR COMPANY
NEW YORK

THE MACMILLAN COMPANY OF CANADA, LIMITED
TORONTO

THE CAMBRIDGE UNIVERSITY PRESS
LONDON

THE MARUZEN-KABUSHIKI-KAISHA
TOKYO, OSAKA, KYOTO, FUKUOKA, SENDAI

THE COMMERCIAL PRESS, LIMITED
SHANGHAI

THE Y.M.C.A. PHYSICAL DIRECTOR

AN ANALYSIS OF THE ACTIVITIES OF THE SECRETARY
WHO IS RESPONSIBLE FOR PHYSICAL EDU-
CATION IN A LOCAL Y.M.C.A.

LESTER W. BARTLETT

Professor of Education, Y.M.C.A. College, Chicago

ALDEN W. BOYD

Secretary, Y.M.C.A., Alexandria, Egypt



THE UNIVERSITY OF CHICAGO PRESS
CHICAGO, ILLINOIS

Dr. H.
B3
cop. 2

COPYRIGHT 1929 BY THE UNIVERSITY OF CHICAGO
ALL RIGHTS RESERVED. PUBLISHED NOVEMBER 1929

COMPOSED AND PRINTED BY THE UNIVERSITY OF CHICAGO PRESS
CHICAGO, ILLINOIS, U.S.A.

Gift of
Univ. of Chicago Press

PREFACE

In this report is gathered for the first time a comprehensive inventory of the activities of physical directors in the Young Men's Christian Association. Besides the master list of activities, the report includes the estimates of representative physical directors as to the frequency with which they perform the activities, the relative importance of the activities, the difficulties experienced in learning them, and whether in their opinion the activities should be learned in organized training or incidental to the occupation. Thus there is provided from the experiences of physical directors, and for them, a basis of material upon which improvement in their preparation and practice is possible.

The term "physical director" is used throughout the study since that title is generally applied to the Y.M.C.A. secretary responsible for physical education. While we use the title, we are not unaware of a growing feeling, both within the Young Men's Christian Association and without, that the title "physical director" does not convey fully the function of the office. The results of this study indicate that the work of the physical director is basically educational.

Inquiry into the activities of the physical director comes at a time when professional education generally is under challenge. In a companion study, *The Y.M.C.A. Executive Secretary*,¹ we refer to (a) the renovation both of practice and training which is demanded by the almost universal criticism of old methods; (b) increasing emphasis upon prevention and education in professional practice, supplementing the earlier function of amelioration and cure; (c) the redefinition of the rôle of the secretary in a rapidly changing world. In the presence of the extensive experimentation which is current on all hands, the widening areas of common interest, and the increasing impingement of multifarious forces upon the lives of people, the secretary of an association, including the physical director, who contents him-

¹ L. W. Bartlett and Others (University of Chicago Press, 1929).

self with the policies and programs of yesterday is decidedly out of step. Any contribution, therefore, which defines more clearly the functions of the secretary will help him materially in meeting the challenges of readjustment.

Other factors more directly related to the training of secretaries for the Young Men's Christian Association urge at this time the study of secretarial activities. One is the growing professionalization of the secretaryship which is registered in a demand for better-trained secretaries, continuous improvement through in-service training, more thoroughly supervised guidance, and constant realignment of duties in keeping with the pioneering character of the Association.¹ A second factor in the training is a better understanding of the processes of education. We are aware of the danger inherent in established cut-and-dried programs of training. We are faced with the necessity of providing working materials, opportunities for experimentation and practice, records of previous experience, and varieties of processes and methods employed. These terms—materials, practice, experimentation, processes, and methods—imply a training program entirely different from the textbook-lecture-assignment course of tradition. A third factor is the prevailing ignorance of the functions and duties of the employed officers of the Association. Many secretaries are unable to describe or bound their own activities. Few are aware of the problems confronted by other secretaries in their daily tasks and the solutions worked out by them. Few are able to agree on even the major operations of their positions. When the person who is responsible for training secretaries faces such a situation, he is obliged to discover the common elements, the basic functions of the secretaryship, and to create some orderliness out of a variety of experiences.

In analyzing the duties of secretaries, the Young Men's Christian Association is following a movement that is current in several other professions. Largely under the leadership of Professor W. W. Charters, similar studies have been made in pharmacy and teaching, and another is in process in librarian-

¹ "Association" as used in this study refers to the Young Men's Christian Association.

ship. We have employed in substance the Charters technique in the present study. It is the best known for analyzing the activities of a profession. While it does not give all we would wish for building a program of training, especially in indicating the purposes and methods of performing the activities, it does provide a complete picture of what is done. The activities are systematically ranked as to frequency of performance, importance, difficulty, and preference for school training, which facilitates selection of the essential activities for various purposes such as organizing training units, setting up departmental programs, and recruiting physical directors.

One of the authors, Alden W. Boyd, brought to this study a thorough experience in the methods of activity analysis which he secured with Dr. Ralph M. Hogan, who made for the Chicago Young Men's Christian Association in 1926-27 an exhaustive study of the duties of the executive secretaries in that Association, under the direction of Professor W. W. Charters, then of the University of Chicago.

The Association College, Chicago, is indebted to many for their co-operation. Professor Charters gave advice generously as the study progressed. The Personnel Division of the National Council of the Young Men's Christian Associations, through the Joint Committee on the Study of the Physical Directorship, helped materially in placing at the use of the College certain data in their possession and aided in securing the co-operation of physical directors in the United States and Canada. Mr. Martin I. Foss, director of the School of Physical Education of the College, assisted in guiding the study and, with physical directors in the vicinity of Chicago, helped in selecting and organizing the master list of activities. Mr. Foss also contributed the suggestions for improving practice found in chapter iii. They are the result of conferences with physical directors at Lake Geneva and Silver Bay summer schools in 1928. Credit is also due the many physical directors who gave hours out of their busy schedules to fill the checking form. Mrs. V. H. Berger and Mrs. Reba H. King assisted in the compilation of the material and the preparation of the report.

L. W. B.

A. W. B.

CONTENTS

CHAPTER	PAGE
I. THE MASTER LIST OF ACTIVITIES	1
Identifying the Activities	1
Preparing the Master List	3
Evaluation of the Master List	5
II. ACTIVITIES RATED FOR SELECTION	7
Rating of Activities by Physical Directors	8
Criteria for Rating	10
Scoring the Returns	11
Description of Tables	12
III. APPLICATIONS	17
Limitations of the Material	17
Construction of Units of Training	19
Outline of a Unit of Training	22
Suggestions for Preparatory Training	26
Suggestions for Continuation Training	32
Improvement of Practice	35
IV. ACTIVITIES CLASSIFIED	
Table A. Ranks of the Major Activities of Physical Directors in the Young Men's Christian Association	40
Table B. The 10 Per Cent of Activities Most Frequently Performed and the 10 Per Cent Least Frequently Performed, as Rated by Physical Directors	42
Table C. The 10 Per Cent of Activities Most Difficult to Learn and the 10 Per Cent Least Difficult to Learn, as Rated by Physical Directors	50
Table D. The 10 Per Cent of Activities Most Important and the 10 Per Cent Least Important, as Rated by Physical Directors	58
Table E. The 10 Per Cent of Activities for Which School Training is Most Essential and the 10 Per Cent for Which It Is Least Essential, as Rated by Physical Directors	66
Table F. The 10 Per Cent of Activities Having the Highest Com- posite Score and the 10 Per Cent Having the Lowest Composite Score, as Rated by Physical Directors	74
Table G. Master List of Activities of Physical Directors in the Young Men's Christian Association, with Decile Ranks as Rated by Physical Directors	82
INDEX	103

CHAPTER I

THE MASTER LIST OF ACTIVITIES

This chapter describes the method used in gathering and compiling the activities of the physical directors, and in preparing the master list which was sent to physical directors in the Young Men's Christian Association in the United States and Canada.

IDENTIFYING THE ACTIVITIES

There are several possible means of securing a representative list of the activities performed by a given profession. Each has had its exponents and has been tried out more or less successfully. Among the means employed are the reading of professional literature, examining job sheets, keeping diaries, making reports from memory, observing activities, and interviewing persons concerned.¹ In the present study the memory or "dragnet" method was employed. This consists of issuing a "data blank" on which the people under study are requested to list all the activities they perform in their present position. Recollection is stimulated by leading questions such as:

List everything that has to do with your work for one typical day.

List duties that you perform occasionally.

List duties that you perform at special times, such as holidays, etc.

Then consider the headings below and see what others you may think of, possibly overlooked above. For example, specific duties involved in:

- a) The actual conduct of a class (gym, Bible group, etc.)
- b) Your relations with individual members
- c) Your relations to the general secretary (if not one yourself), to other associates, committees, board members, both individually and collectively
- d) Your relations with non-members
- e) Your relations with the community in regard to interests pertaining to your work but outside the Association program

¹ R. M. Hogan, *The Technique of Activity and Trait Analysis Applied to Y.M.C.A. Executive Secretaries as a Basis for Curricular Materials* (unpublished Ph.D. thesis, University of Chicago, 1927), chap. ii.

- f) Your own training and professional advancement
- g) Keeping of records, their analysis, publicity work
- h) Your work in Association finances
- i) Your care of buildings, etc.

For the present study this method is intrinsically superior to that of searching literature and textbooks for activities. In the first place, there does not exist a sufficient wealth of published material upon the activities of physical directors of the Association; in the second place, such material gives only the point of view and experience of its author, whereas the method here employed covers the activities of many physical directors, differing in training, experience, and location. Its chief faults lie, first, in the generality of phrasing in which activities are reported ("supervising the physical department," for example, has little meaning); second, important activities may be overlooked in the haphazard attempt to list so great a number. A series of interviews and conferences aid in overcoming this weakness in the "drag-net" method. When further interviews or examination of reports yield diminishing returns, it is not likely that many activities are overlooked.

Another method of securing activities is by "observation," whereby a trained observer lists, under a well-defined terminology and at a prearranged "level of performance," those activities which he observes performed by numerous representatives of a profession in the daily pursuit of their duties.¹ The time, expense, and often unnecessary detail involved in this last procedure have weighed against it in this study, however, and the "drag-net" and interview method has been employed.

Fifty-two data blanks here described were filled out by physical directors in the state of Pennsylvania and by physical directors in attendance at the Association summer schools, Lake Geneva and Silver Bay. This process was conducted by the Personnel Division, National Council, and the Association College, Chicago, and was completed in the fall and winter of 1926. In September, 1927, the returns were turned over to the Association College, Chicago, to be used in the study of the activi-

¹ R. M. Hogan, *op. cit.*, chap. iii.

ties of the physical director. Each blank contained a list of separate activities ranging in number from 69 to 385. These activities were combined into a tentative master list or compendium of activities performed by physical directors, which was corrected as to terminology and completeness by interviews with physical directors in Chicago and vicinity (see p. 4).

PREPARING THE MASTER LIST

The method used in listing and classifying the activities on the data blanks followed that worked out by Dr. Hogan in his study of the activities of executive secretaries.¹ The method is reported there in detail and will be only touched upon here.

The first step in the process of preparing the master list² was to correct each activity statement as to its form, so that it would consist of a participle followed by a noun and its modifiers. Unnecessary or meaningless phrases, adverbs, etc., were omitted. For example, the reported activity, "call committee members by telephone," was revised to "telephoning committee members"; and "lead local staff in morning devotions occasionally" was changed to "leading devotions in staff meeting."

The second step was to classify each activity by the most significant noun in the activity statement. The last activity quoted above, "leading devotions in staff meeting," might be classified under "devotions" or "staff meeting." Theoretically, a duplicate card should be made and the activity filed under each heading. Owing to the desire for brevity, however, this duplication was avoided and the activity listed only once—in this case under "staff meeting," which was considered the most significant noun. "Devotions" was made a subhead thereunder.

Having been thus classified, the various headings—staff meetings, budget, equipment, basket-ball games, etc.—were grouped together into more logical and understandable arrangement. No activities were destroyed by so doing, or their meaning changed. Several reasons influenced the desire of having some simpler grouping. These were: (1) the greater ease of comprehension than if the activities were presented in a hetero-

¹ R. M. Hogan, *op. cit.*, chap. v.

² The master list is Table G, pp. 82 f.

geneous mass; (2) an appeal to the sense of orderliness—valuable to both the printing and reading of the list; (3) a stimulus to clearer thinking on the part of the physical directors with regard to the major divisions of their work; and (4) elimination of duplication of activities (many activities which were identical except that they dealt in one case with “gymnasium classes” and in another with “teams,” for example, were thus treated together).

The method of grouping was arbitrary and dictated by the prevailing sentiment of the physical directors themselves, as far as could be determined by previously published materials and the opinions of individuals or groups in conference. A subordinate grouping by the verb-meaning was also employed for the sake of convenience, and likewise arbitrarily determined. In this grouping certain activities were taken to be of the general nature of “organizing,” “supervising,” “promoting,” etc. (see Table G, chapter iv).

It might at once be asked whether the list of activities taken thus from the data blanks would prove to be at all exhaustive. The question is answered by listing the number of new activities secured from each of the 52 blanks, treated in succession. The new activities revealed by successive blanks diminish so rapidly and completely that we are justified in assuming that all possible activities to be secured by the “drag-net” method were obtained. The last quarter of blanks yielded an average of only .3 of a new activity per blank.

Notwithstanding the hopeful indications that the list was representative of the activities of physical directors, as indicated by the diminishing returns on the data blanks referred to above, it was thought desirable to revise and supplement the tentative list, and in any case make uniform and up-to-date the terminology employed. A series of conferences and interviews with representative physical directors in the Central Region of the Young Men’s Christian Association aided greatly in this final step of refinement. At its completion, three directors, successively approached, were unable to add new activities (except such “sport” activities as were due to an unusual local situation

or a personality influence) or to suggest further revision in grouping or nomenclature. The list was therefore deemed sufficiently accurate for presentation, although no claim can ever be made as to its all-inclusiveness, due to the subjective methods employed in its collection. As finally prepared, the master list (see Table G, chapter iv, which is identical, as regards activities, with the list sent to physical directors for check on frequency, importance, etc.) contained 530 separate activities, expanded by the "cross-hatching" arrangement into 1,704 possible activities. By "cross-hatching" is meant the arrangement of the activity so that it is applied to several groups, as classes, teams, clubs, etc. (see Table G).

EVALUATION OF THE MASTER LIST

The list of activities so secured and ordered contains obvious values in itself. Among these may be listed a description of the job—a useful guide for aspirants to the physical directorship; a checking list whereby physical directors may compare their operations with those of others in the same work, thus possibly expanding their knowledge and interest and improving their practice; an aid to the orderly arrangement of what might be in many cases a rather inchoate mass of activities in the director's mind; a means of explaining to volunteer workers the points at which their services may be effective, and of helping them to a better understanding of the physical director's task.

The limitations should also be recognized. While the list purports to represent a "dictionary" of all the activities a physical director performs, there are at least two groups of functions not included. The first group contains those activities which are performed on a lower "level" than the average reported. For example, the activity "dictating letters" might be divided into component parts—"selecting a stenographer," "planning a letter," "enunciating clearly," "correcting spelling," etc. Or methods of dictating might be indicated—"using a dictaphone," "speaking to a stenographer." This treatment of processes and methods by which activities are performed will be discussed in connection with the construction of units of training (p. 19).

The second group of functions which are not sufficiently represented in this list include the attitudes and loyalties and the processes of forming plans and making adaptations through which the physical educator must go. Every activity on the list involves in its performance the development or maintenance of feelings and attitudes. There exist the problems of co-ordination, of purposing in relation to a background of objectives, whose description is defeated in the very process of analysis. The relation of each of our parts to the other and the building of all into a component whole are very vital functions of each secretary. But this subjective side of behavior is not readily analyzed and described in an objective-activity analysis.

Besides the values in the master list itself, there remains the chief value for which the list was prepared, namely, to serve as a basis for securing a rating of activities which in the present study is confined to their frequency of performance, importance, difficulty in learning, and need for school training. The use of such information in selecting activities for training is treated in the following chapter.

CHAPTER II

ACTIVITIES RATED FOR SELECTION

This chapter explains the need for selecting activities, the four criteria on which physical directors checked each activity in the master list, and the method of scoring the returns for purposes of comparison.

There are many diverse theories with respect to the preparation of material for training and the elements vital to this process. As here used, "training" is not limited to formal instruction in a classroom but is broadly conceived to include the process of improvement wherever it operates, whether in the more definitely organized Association colleges and summer schools or through the informal processes of self-development—conferences and local training centers. It includes improvement after the physical director once enters upon his work as well as training in preparation for it. Much can be said about the need for instruction in ideals and objectives, the teaching of codes of conduct, the establishment of loyalties and attitudes, and the unification of the segmented processes necessitated by the practical requirements of a program of training. It seems to be generally agreed, however, that at many points in the process of training or improvement, whether physical directors or others are under consideration, there must be utilized the most essential activities performed.

A difficulty arises with regard to the definition of the term "essential." It can well be argued that the activities as now performed by physical directors, even those best trained and most advanced in their profession, are not necessarily the ones that should be performed in the future. Especially in the changing emphases of our present educational transition does this argument hold significance. However, we are faced with the practical and immediate necessity of discarding such parts of the

training process as are inconsistent with present practice, as well as adding such items as are likely to be of optimum value in the future. Moreover, rather than to build a training program upon the opinions of only a few, no matter how expert, it would seem better to superimpose their recommendations upon a firmer basis of actual practice and the opinion of all. Assuming, then, agreement on the validity of such a list of activities, we may proceed with the discussion of the processes employed in this study to shape the list into training material.

RATING OF ACTIVITIES BY PHYSICAL DIRECTORS

Examination of the list discloses several pertinent facts. For one thing we have 1,704 possible activities—obviously too many to be presented in detail in any normal time of instruction. Again, the individual activities are not homogeneous; that is, different strata or “levels” of activity are represented. For example, “organizing clubs” involves a range of ability and practice far out of proportion to another activity such as “recording attendance of classes.” Furthermore, we have no assurance that any one activity represents the common practice of the profession sufficiently to be included in training courses. There would be little value in giving the necessary time and study to the evolution of a teaching unit upon “conducting a massage department” if it were recognized by able physical directors either as outside the fundamental skills required of a director or beneath the level of the best ideals of the profession.

We are confronted, then, with the necessity of rating our list of activities, as a basis for selection, in order to accomplish at least three things: to reduce the number of activities to a practical working basis, to differentiate the importance of the several activities, and to eliminate the marginal activities which are not included in the common practice of the directorship. At the same time, care should be exercised not to subordinate or discard those activities which are true to the best ideals of the profession or in line with its progress.

One method of accomplishing such a rating would be to have a committee of experts in the profession with wide experience as

teachers and leaders pass judgment upon the activities. But we would encounter the same criticism which attaches to the present tradition—formed and teacher-molded training material. There would be no objective proof that the activities selected fulfilled the second and third of our conditions named above. True, the process would reduce the size of the list to a working basis, and would also probably retain the activities which are most ideal and most progressive; but it would not guarantee that the activities most necessary for training were included or that the revised list best represented the *common practice* of the physical directorship. Another method—the one used in this study—takes a consensus of the group as a whole. Here, at least, we can be satisfied statistically that we have secured a relatively objective criteria.

Experience with questionnaires and checking lists have demonstrated the practical impossibility of securing replies from all members of a group without exception. The statistical concept of sampling and the Spearman Prophecy Formula come to our aid in this difficulty.¹ A certain proportion of any homogeneous group taken at random can be proven to be representative in very large degree of the group as a whole. How large a proportion is necessary may be determined by the formula. In the teacher-training study conducted by Charters and Waples, which is similar to the present study except in the content of activities, it is reported that 25 members of a homogeneous group of teachers can render a consensus which will have a coefficient of correlation of $+0.945$ with the theoretical consensus of the entire group.² Assuming this to apply to the physical directors, 25 opinions taken by random sampling would be sufficient for our purpose, provided the group was shown to be homogeneous. The latter proviso can only be determined by the results of the study itself, and must be partially assumed. In any case,

¹ W. W. Charters and Douglas Waples, *The Commonwealth Teacher-Training Study* (University of Chicago Press, 1929), p. 106; see also R. M. Tyler, *Statistical Methods for Utilizing Personal Judgments To Evaluate Activities for Teacher-Training Curricula* (unpublished Ph.D. thesis, University of Chicago, 1927), chap. vii.

² W. W. Charters and Douglas Waples, *op. cit.*, p. 106; see also R. M. Tyler, *op. cit.*, chap. vii.

75 returns, the number in this study which is a tripling of the requisite number of 25, decreases proportionately the chance of error and allows us to retain our standard of objectivity with regard to the opinions secured.

The 75 returns were received from the 574 physical directors to whom the master list of activities was sent for checking. That they are probably representative may be drawn from the fact that they were received from 26 states, from different-sized associations, and included physical directors of different ages, training, and years of experience.

CRITERIA FOR RATING

In rating the activities of physical directors, we have used the four criteria developed by Charters and his associates.¹ They are: (1) the frequency of performance of the activity, (2) the difficulty of learning to perform the activity, (3) the importance of the activity to efficient conduct of the position, and (4) inclusion in a training course as against learning in service. Each of the 574 physical directors in the United States and Canada to whom the master list of activities was sent were asked to check each activity (Table G) on the foregoing criteria. The letter "F" was used to refer to frequency of performance, "D" to difficulty of learning, "I" to importance, and "S" to school training. A copy of the instructions that accompanied the master list is given on page 98. Briefly, each man checking the list recorded his opinion on the four criteria in the appropriate column by using the symbols "x," "o," "m," and "-." The "x" as applied to each criterion signifies "the greatest"—greatest frequency (at least once a week), greatest difficulty of learning, greatest importance, and in the last case the preference for including the activity in a training course. The "o" signifies "the least"—least frequency (once or twice a year), least difficulty, least importance, and in the last case the preference for learning the activity while in service, i.e., "on the job." The symbol "m" is placed after those activities which cannot be rated "x" or "o" and, consequently, tends to fall

¹ W. W. Charters and Douglas Waples, *op. cit.*, pp. 102-14.

midway between the two. The symbol “—” is used in the frequency check to denote non-performance, in the check for importance to denote that the activity ought not to be performed.

SCORING THE RETURNS

The 75 returns were combined on one sheet in such a way that for each activity and under each of the four criteria there were a certain number of “x,” “o,” “m,” or “—” checks and an occasional blank, totaling 75. These checks were then translated into a form by which the activities could be compared and ranked. For this purpose, each activity was given a numerical score. On the assumption that the scores for each activity are grouped, on the average, in a normal distribution curve, in which “x” represents the highest limit and “—” the lowest,¹ the symbols were given weights, derived by mathematical computation, of 3 for “x,” 2 for “m,” 1 for “o,” and 0 for “—.” The total for each activity was then computed. In each case where there were fewer than the total 75 checks, the score was translated so that all scores obtained represented a complete check for every item. Separate scores were secured for each of the four criteria columns. A composite score for each activity was computed by totaling the score received on the four criteria—frequency, difficulty, importance, and school training. It was then possible to rank the activities on each of the criteria or the composite score. However, comparison of the activity items from these scores offered considerable difficulty since the spread of scores on each criterion was from approximately 50 to 175 and on the composite score from 275 to 800. To facilitate comparison, the scores were translated into decile ranks. Decile 1, for instance, is the point below which the lowest 10 per cent of activities lie. To determine the point, it was necessary to count up one-tenth of the activities, or approximately 170 of the total, 1,704. Similarly, other decile points were determined, treating each criterion separately. An entire decile range, or the number of activities included within 10 per cent, have been given the same decile rank. For instance, the decile range from 0 to 9 per

¹ R. M. Tyler, *op. cit.*, chap. v.

cent, inclusive, has been given a decile rank of 1; from 10 per cent to 19 per cent, a decile rank of 2; and from 90 per cent to 99 per cent a decile rank of 10. The activities with their decile ranks are given in Table G, chapter iv.

Some have raised the question, Why is it necessary to have a composite score? In other words, in the various purposes for which the list of activities might be used, why would not frequency of performance be enough, or importance, or difficulty, or the preference for school training? The composite score was obtained by Tyler as the best score upon which to select activities for teaching. The statistical process for this determination is described in the teacher-training study.¹ Whether the composite rank or the rank on one or more of the criteria should be used in selecting activities for purposes other than teaching would, of course, depend upon the purpose and must be left to the judgment of the person or persons concerned. For instance, in employing a new assistant, the general secretary may size up the prospect as to his ability to perform the activities considered most important; or a supervisor, in arranging a program for a conference, may want to focus attention upon the activities considered most difficult to learn. The master list of activities with their respective ranks (Table G) is so organized that selection for various purposes can be made easily.

DESCRIPTION OF TABLES

Tables A–G, chapter iv, contain the activities of the physical directors, together with the decile rank of each on the several criteria, frequency, difficulty of learning, importance, preference for school training, and the composite rank of the four. Table A contains the activity divisions with the decile rank of each on the several criteria as taken from the master list, Table G. The decile rank of each activity division is the median of the decile ranks of the activities under that division. For instance, the second division, “program policy,” has under it 34 activity items with decile ranks ranging from 1 to 10, but most of the ranks are high and the resultant median is also high, which gives the activity division a high position in the table.

¹ W. W. Charters and Douglas Waples, *op. cit.*, pp. 105–8.

By focusing attention on the activity division, which is possible by this table, we can obtain a bird's-eye view of the various phases of the job of the physical director and can grasp them more readily in their totality. This table enables us also to compare the strength of the major units of the activities of physical directors for the various purposes given in chapter iii.

The ranks of the activity divisions should be considered as indications only of the relative position of the divisions, not as final determinants, since the divisions vary in number of activity items and extent to which the division has been broken into subordinate activities. "Literature" (VI-A) (writing and reading professional articles, etc.) has only 6 activity items, while some other activity divisions have as many as 30 or 40. However, for present purposes, the median ranks give a sufficiently safe indication of the relative position of the activity divisions.

To compare the activity division according to the several criteria, frequency, difficulty, etc., one should refer to the rank under each in Table A. For instance, "program policy," the second item, is in decile 8 for frequency; decile 9 for difficulty, importance, and preference for school training; and in decile 10 on the composite score. Other items that rank relatively high are: communications, contacts with members, activities relating to the general secretary, activities relating to professional organizations, to leaders' clubs, mass games, organized team games, etc. Activity divisions that rank low are those relating to office force, social welfare organizations, civic enterprises, janitors, outdoor equipment, etc.

Tables B-F contain the highest and lowest 10 per cent of activities according to the several criteria: Table B according to frequency; Table D, importance; Table E, school training; and Table F, composite score. The numbers at the left identify the activities with the same item in the master list, Table G. Other decile groups as ninth, second, etc., may be compiled from the master list by lifting out the activities with the decile rank desired. The order of the activities in the table is according to the gross score from which the decile rank was determined. The one receiving the highest score has first place; the last item in the lowest 10 per cent received the lowest score. For practical pur-

poses the decile rank is sufficiently fine. In fact, it is as close a discrimination as can be expected within the limitation of subjective judgment upon which the report of the physical director is based.

If the rank of an activity listed in any one of the tables is desired for other criteria, it may be found in the master list, Table G. For instance, the first item in Table B, "opening and reading mail," is number 438 in the master list. In that table the item is in decile 10 for frequency, decile 1 for difficulty, decile 10 for importance, decile 1 for school training, and decile 8 for composite score.

The most frequently performed activities, Table B, have to do with correspondence (mail and telephone), relationships with the general secretary, reading materials, and contacts with individual members. According to the basis upon which physical directors reported, these activities are performed as frequently as once a week. Those in the lowest 10 per cent are performed less than once a month and relate in general to organizations outside the Y.M.C.A. such as social welfare agencies, schools, civic enterprises, and to town and county associations. Infrequent activities in the town and county associations are probably due to the fact that they are not amply provided with gymnasium facilities. Apparently the activities of a physical director are largely within the buildings of the Y.M.C.A.

The activities most difficult to learn, Table C, include participation in research, enlistment of men for Christian work, and highly technical activities such as physical therapy, vocational guidance, writing manuals and professional articles, training department committees, etc. On the other hand, the least difficult activities are those that can be acquired readily in connection with the occupation. Among them are scheduling events, posting notices, handling cash, attending meetings, etc.

The most important activities, Table D, refer to programs, contacts with members, and department organization indicated by the following: meeting new members, organizing activities, conducting leaders' clubs, maintaining relations with general secretary, selecting assistants, arranging budget, etc. Among

the least important are activities pertaining to keeping records, checking attendance, relations with outside agencies (welfare, school, etc.), taking part in social events, officiating at organized team games, etc.

Table E lists the highest and lowest 10 per cent of activities as to need for school training. According to the physical directors, the technical, specialized activities concerning diagnosis and therapy, educational methods, physical programs, departmental organization, training leaders, etc., are the kind of activities that should be learned in school. Among the activities to be learned incidental to the occupation are those that correspond closely with the activities reported as least difficult to learn and include: recording attendance, scheduling events, printing and selling tickets, attending games, etc.

Table F lists the highest and lowest 10 per cent of activities according to a composite score based on the scores of the four criteria—frequency, difficulty, importance, and preference for school training. For various purposes, especially selecting activities to be included in preparatory training, the composite rank is considered most useful. Fuller description of its use in this regard is given on page 28.

Table G is the master list of the activities of physical directors. The division heads and activities under each are in the same order in which they appeared in the checking form sent to physical directors. Preceding the master list is a table of contents which summarizes the divisions and subdivisions (p. 82).

The master list contains the basic material from which other tables in chapter iv were prepared, and is the table to which most frequent reference will be made. It should serve in the preparation of tables and check lists in addition to those in this report, the character depending upon the purposes. We include several below with the understanding that they are suggestive and in no way exhaust the uses of the master list.

SUGGESTED TABLES

1. Decile groups of activities other than the highest and lowest. These may be prepared by lifting from the report the activities that have the required decile in the desired criterion.

2. List of activities that relate to a specific function, as promotion, or that relate to an individual or group of individuals, as physical department committee. Such lists may be prepared by lifting out from the activities those that relate to the specific function or individual together with the ranks of the several criteria.

3. Check lists for other criteria than the four in this study: (a) season of occurrence of activities; (b) extent to which technique of performance exists; (c) definiteness of objectives of activities; (d) degree of responsibility for initiating activities, etc. Checks of this character may be made by selecting the activity items on which check is desired, and sending them to representative physical directors or experts using for rating some scheme similar to the one employed in this study.

4. Check list for recording the equipment of applicants for physical directorship; that is, for checking the activities in which they are proficient (a) as a basis for assignment and (b) in directing future study, etc. This check list may be made by listing the activities upon which check of skill in performance is desired (most important, most difficult, etc.), and devising a plan for recording the degree of skill or achievement possessed. The persons concerned would then rate the individual on each activity.

5. Lists of activities on which to focus special study or research (a) in preparing programs, (b) in determining character values, (c) in developing instructional material, etc. Selection of the activities on which to direct attention may be made by checking the activity items on some such criteria as extent to which program techniques are adequate, degree to which activities are giving difficulty, or awareness of the physical director as to educational and character values inherent in the activity. A special study of the selected activity would then be followed by methods depending on the nature of the problem.

CHAPTER III

APPLICATIONS

In this chapter the activities of physical directors, as inventoried and ranked, are considered as to their application in constructing units of training, in providing material for preparatory and continuation training, and in securing improvement in practice.

LIMITATIONS OF THE MATERIAL

At this point, it is well to consider in greater detail what the material contributes and what further material is needed in relation to the preparation of training programs.

The material provides us, first, with a list of the activities of physical directors arranged in a convenient order according to functions performed. Secondly, we are provided with information as to the relative frequency of performance of these activities, ranging from performance once a year to once a week or oftener. These are facts whose accuracy is debatable only to the extent to which the method of compounding the materials is in question. Thirdly, we are provided with the opinions of the average physical director with regard to the same activities on three other criteria, namely, the difficulty with which they are learned, their relative importance, and the comparative value of acquiring ability in their performance through organized training courses or through the trial-and-error method of unsupervised experience. In addition to these three major sets of information, we have available opportunities for interpretation of the facts and opinions by means of the statistical treatment to which they have been subjected. For example, we are able with some degree of accuracy to compare under the four criteria the categories in which the activities are grouped. We are able also to select or eliminate certain activities because of the rank in which they fall. Finally, assuming that a composition of the scores obtained for each activity or category of activities under

the four criteria yields an estimate of the desirability of including that activity or category in a course of training, we are provided with a basis of information for determining the training for prospective physical directors.

From the point of view of a training program, certain vital elements of information are not supplied in these materials. On page 6 of this report one phase of the question has been discussed. Briefly, the objectives, attitudes, ideals, and the setting of the individual activities have not been provided. This is due in part to the objective, performance approach to the functions of the profession which has been followed in making this study, and in part to the very process of analysis which tends to lift activities out of their setting and consider them as separate entities. This process of analysis seems inevitable in order to facilitate comprehension of the entire work of the physical director and to secure arrangement of the materials for the various purposes for which they may be used. But, as in any process of creative thought, analysis must be supplemented by synthesis. The treatment of the activities here made, both the recording of judgments and their statistical ordering, is intended to aid this process of synthesis. But further materials are still lacking which must be provided for each unit of training. The activities or activity unit must be reset in its total situation, and both the teaching and learning processes be so shaped as to include other vital elements in the performance of the activity. Such elements include the *objectives* toward which the activity aims, *difficulties* which arise in its performance, *methods* of surmounting these difficulties, the *setting* in which the activity takes place, *background* of preparation necessary for its planning and execution, and the *judgment* of its *effect*. We may liken the present materials to a skeleton upon which the flesh must be molded. The joints are articulate and the proportions harmonious, but the body of material is yet to be rounded out and given life and meaning.

On page 5 was presented a further limitation in this material. The activities as listed are reported on a certain "level" of performance which does not describe methods or discriminate in

details. For example, the activity "training leaders of clubs" is a generalized activity. It may be further analyzed both under the "lower-level" functions which go to make up the activity "training" and under the different types of "leaders" and "clubs" with which the activity may be performed. Teaching, coaching, presenting materials to, suggesting reading matter, holding classes—all of these and many more activities may be included in the idea of "training." The "clubs" may have reference to athletic clubs, social clubs, religious organizations, etc., while the "leaders" may be chairmen, speakers, officers, etc. Thus for each activity the detailed process and technique of performance is yet to be worked out, always as applied to a specific situation.

Still further practical considerations which will arise in the formation of a program of training from these materials are not taken care of here. Among these are the teaching hours to be allocated to the units or activities as they are selected, textbook material which is available and applicable, organization of the class and teaching personnel, and amount of laboratory practice or project work which should accompany each unit.

CONSTRUCTION OF UNITS OF TRAINING

The limitations listed above suggest immediately the steps to be followed in rounding out the material for purposes of training. Various techniques may be employed in securing this necessary additional information. Hitherto it has been the general practice for the persons who construct the training program, whether in a local association or college, to debate the relative values of background material, theory, and processes applicable to the unit under discussion, and to weld the whole into a synthesis of more or less educational value. There is another technique which is allied more closely to the techniques already employed in getting the present material. It is based on experience. This technique will be briefly outlined here with its application to the construction of a unit of training for physical directors, using for the purpose the activities related to "awards." The outline of the unit is given on pages 22-26.

The technique involves going directly to the practice and experience of the field rather than relying solely upon the judgment of a special committee. Under each activity unit the material is listed and grouped in four categories. These are: (a) the objectives sought in the performance of the activity, (b) the difficulties encountered, (c) the methods employed to surmount the difficulties, and (d) the alternative procedures which may be used in the performance of the activity as a whole. As in the case of the activity analysis, these facts may be gathered in various ways—by questionnaire, interview, correspondence, from published literature, by observation, etc. Whatever method is employed, the assumption holds, namely, that if sufficient returns are secured the material available will be finally exhausted and, by the theory of diminishing returns, at a certain point in the process further quest will be found unnecessary.

The interview method was employed in gathering the data for the illustrative unit of training on "awards" (pp. 22 f). Consultations were held with successful physical directors of the Central Region, in which were secured: (a) all the objectives obtainable in the performance of the activity unit, (b) all difficulties encountered by these physical directors in the attainment of the several objectives, (c) all methods employed in surmounting the difficulties, and (d) a description of the entire system of awards and honors in use in the association represented by each physical director. Interviews were continued in the first two cases, (a) and (b), until no new objectives or difficulties were secured. With regard to methods, it was felt that variations in procedure might continue in visiting associations further, and that the number of systems recorded for use in training should be limited only by good judgment and the application of the material to be made.

When finally gathered, listed, and classified, this supplementary material provides content of training which is lacking in the activity inventory. It provides a setting for the activity unit; it furnishes objectives and attitudes of the field in its performance; it lists cautions and obstacles encountered as well as techniques discovered practicable in avoiding these problems. Such material, as arranged, should prove invaluable both to the

instructor of the unit course and to the students as reference material wherein they may get information on present practice and find suggestions for original procedure. Moreover, it should prove valuable to practicing physical directors as well as to students, for it can serve each as a means for checking his activities and as a storehouse of experience and suggestions.

It is not sufficient merely to gather this material. In a constantly changing and growing profession new objectives appear, new difficulties and problems arise, and new methods and procedures are put in practice. *The covers of this material should always be left open so that new data may be added from year to year.* This procedure will in itself furnish a corrective to the otherwise static nature of the activity analysis and encourage the modification and revitalizing of the material. The inventory of activities then would keep pace with actual experience and not remain merely a base or point of departure, soon outgrown in its usefulness.

Another important procedure may be suggested. This involves the securing of theory, law, and principle applicable to the physical director's function under consideration. With regard to the unit on "awards," for example, there are available textbook material and source references in many publications. The bearing of psychology upon the treatment of awards, the force of desire for recognition in its sociological aspects, the place of prizes in a scheme of character-building education—all these suggest valuable source material which may be gathered about the activities and which students and experienced directors alike may use in evaluating their activities and selecting methods most in accord with the attainment of their stated objectives. Facilitation is thus provided for each step of Kilpatrick's "complete act":¹ objectives for purposing, difficulties and methods for planning, projects and laboratory work for execution, and associated theory for evaluation.

There follows the outline of a unit of training about "awards" which was prepared to illustrate how material for instruction may be developed about the activities.

¹ W. H. Kilpatrick, *Foundations of Method* (Macmillan Co., 1927), p. 242.

OUTLINE OF A UNIT OF TRAINING: AWARDS

The unit of activity "awards" appears in the master list, Table G, as Subdivision B under Division III, "Promotion." The activities listed below are those which are included under the heading "awards."

AWARDS

Activity No.	Decile Rank	Activity
340	1	Soliciting trophies
341	2	Purchasing prizes
342	2	Managing prize funds
343	1	Preparing awards
344	2	Selecting medals, prizes, etc.
345	2	Exhibiting trophies
346	2	Keeping permanent trophies
347	3	Providing athletic competitive sport fund
348	2	Registering athletes
349	5	Giving special recognition for outstanding attainment
350	8	Getting educational value out of awards
351	7	Using progressive or point systems

OBJECTIVES (aims, purposes, reasons):

- Stimulates worth-while activity, keenness of interest in activity, participation of greater number, extra effort.
- Provides recognition, in presence of group, of progress in individual development, of merit and achievement, of service rendered.
- Reminds of sacrifice made for attainment of a goal.
- Makes for continuity of program, retention of membership.
- Establishes tradition around a sport or institution; builds up a spirit in the Association; advertises the Association.

DIFFICULTIES (problems, obstacles, dangers, cautions):

- Overemphasis of awards: awards become objective instead of activity itself; many awards only to stimulate participation.
- Professionalism on part of participants and supervisors: too valuable awards issued for too little effort; cheap awards fail to stimulate interest, valuable awards stimulate the wrong kind of interest; unscrupulous methods used to secure awards counteract value of activities.
- Competition in awards with other organizations becomes financial strain and removes emphasis from proper place.
- Dissatisfaction with distribution of awards; losers learn disappointment and envy; only a few receive most awards and interest in activity dwindles.

Those looking for cheap advertising swamp program with too many trophies.

Young men demand more valuable awards than do boys and older men. Time and routine of detail hamper keeping of proper records and maintaining point systems.

Difficult to supervise activities well enough to retain true values of awards; hard to discover real *meaning* of award to recipient.

Difficult to equalize awards properly; hard to select proper recognition to fit each situation.

METHODS (suggestions for surmounting difficulties):

Keep significance of awards in what they represent, not in their intrinsic value; ribbons can be used generally, increasing estimation of medals when given; keep award as memorial and reminder rather than as incentive to selfish endeavor; test value of award by watching maintenance of interest when removed—"scaffolding"; if awards are over-emphasized in one activity, substitute another activity; appeal to idea of *achievement*, rather than of satisfaction; put activities on merit basis as far as possible; select right leadership to administer awards and retain proper emphasis.

Use team trophies in place of individual medals.

Cover cost of awards through gate receipts and entry fees.

Establish definite policy for awards; classify sports and equalize distribution; see that each award is connected with the sport it represents; don't set up a system only for its own sake.

Do not display awards *before* competition, but afterward.

Secure awards from men in community who give to promote some special interest, rather than for advertising purposes only.

Use standard awards to retain uniformity, especially in competition of state and national significance; try to find new awards only as special incentives.

Give sportsmanship medals to reconcile losers.

Expensive awards should be abolished, but those given should have real value and mean something striven for.

Keep careful records on recipients of all honors to emphasize progressive educational aim.

Read articles on awards in *Journal of Physical Education*, *Athletic Journal*, *American Physical Education Review*.

SOURCE REFERENCES (for evaluation of procedures):

Magic Casements, by Ruth Perkins, pp. 130-38.

Foundations of Method, by W. H. Kilpatrick, pp. 180, 335, 336.

Democracy in Education, by John Dewey, pp. 276, 391.

The Teaching of Ideals, by W. W. Charters, pp. 212-31.

Child Guidance, by Blanton and Blanton, pp. 188-92.

PROCESSES (systems of awards in use in representative associations):

1. National awards are given in aquatics, from beginners to master life-savers, also in the hexathlon.

Departmental trophies for three-year competition, donated by laymen, are awarded to community leagues in basket-ball, indoor baseball, and playground ball.

Medals and ribbons, and a trophy for high-point scorer and the winning team are given in city-wide track meets.

Trophies, often humorous, and of little value, are given for inter-class competition in the Association. More valuable awards for inter-Association competition.

All awards to membership presented at annual athletic banquet. Hitherto not sufficient recognition has been given for members' activities.

2. Year's policy for awards is outlined, which has been successful for a three-year period, chiefly regarding Association representation for which membership is required; framed by department committee. Letters are given to members of representative teams, a "Y" in a triangle, varying colors denoting different sports. Qualifications to secure these letters include at 50-75 per cent of practice periods, participation in 50-75 per cent of total periods of various games (except swimming, where participation in three of four meets is required), and return of all loaned equipment.

No prize valued at more than \$2.00 is given for any Association championship; no gold medals for anything less than city championship in a major sport.

League trophies, valued less than \$25.00, are secured from interested individuals and concerns.

Standard leaders' awards, swimming awards, and hexathlon awards are issued.

All Association awards are presented in the spring at a general athletic recognition banquet. Trophies are kept on display.

3. National awards given in swimming. "Shark" swimming club organized, requiring 1,000 lengths of pool in a month; specially designed emblem.

Emblems presented to members of teams in interclass competition. Banquet for winning teams. Emblem club organized, pins of increasing value being awarded for securing new members.

Cups and shields awarded to winning teams in open basket-ball tournaments. Banners presented in church and industrial leagues.

No awards given in 12-team industrial diamond-ball league, though interest is keen.

4. Chenille "Y" emblems of different sizes and color awarded to high-

point winners in series of 20 athletic events given in three classes. Much enthusiasm.

Trophies and statuettes presented to business and industrial indoor baseball leagues, covered by \$1.50 entry fee.

5. Chenille "Y" emblems awarded to boys for 800-point athletic contests; medals to young men.

Useful prizes given in handball championships.

Silver basket-balls awarded to members of winning teams in community and county basket-ball tournaments; athletic firm trophies in industrial leagues, and Sunday-school leagues.

Ribbons, with name and event typed on, given to winners in dual swimming meets.

"Achievement club" organized, with record books for each member in place of awards.

Trophies presented in industrial baseball league, with statuette for highest batting average.

Sportsmanship medals granted in all basket-ball tournaments.

Standard Leaders' emblems awarded.

All awards covered by sports budget with special reserve fund.

6. Trophies given for annual basket-ball championships with medals to winning team in membership league; church leagues provide own trophies and medals in sports.

All boys' classes competitive on team basis with award dinner every three months, where felt triangles are issued in varying sizes and colors.

National swimming and hexathlon awards.

Gold, silver, and bronze medals given in 1,000, 700, 400-point system for 12 events in athletics, swimming, and gymnastics.

7. Shields (1-inch oak with zinc plates and brass studs) given to winning teams of class, city, county, church, and school leagues for men, boys, women, and girls in volley-ball, basket-ball and indoor base-ball.

Emblems (not standard) awarded to leaders' corps, boxing, wrestling, and tumbling champions, and coaching volunteers, based on attendance, examinations passed, and points secured in competition.

Medals given in state tournaments.

National swimming and hexathlon awards.

All awards donated out of individual sports budgets.

8. Letters (varying with age of group) given to boys' classes for achievement in fourfold activities. No boy receives awards for individual achievement in gym but as a member of a winning team.

Awards for good sportsmanship issued.

Point system including calisthenics, gymnastics, athletics, games, and systems.

Awards given seniors for competition in basket-ball, handball, squash, swimming, and gymnastics.

All awards issued at annual banquet by coached committee member who emphasizes real significance of each.

9. Special leaders' club emblems and costumes awarded up to five years, when leader automatically retires.

Annual letters (chenille Y's) given in baseball, basket-ball, handball, tennis, swimming, and track, based on varying qualifications of attendance and competition.

Three series of medals awarded in 1,000-point decathlon.

Charms awarded for "honor" swims and runs of increasing distance over period of thirteen weeks.

Medals awarded in interbranch metropolitan competition in track, cross-country, long-distance swimming, playground ball, and tennis, to teams, individual champions, and high-point scorers.

10. Medals and cups given in boys' swimming meet, state swimming championships, and "six weeks' swim"; in singles, doubles, and mixed doubles of handball; in singles and doubles of volley-ball.

Banquet given winning team of volley-ball league.

Leagues of church, Sunday-school, industry and employed boys in baseball and basket-ball awarded cups and medals provided by those organizations.

Two medals given in 500-point hexathlon.

Standard leaders' club emblems issued.

All medals and trophies exhibited before and after competition.

SUGGESTIONS FOR PREPARATORY TRAINING

By preparatory professional training, as used in this study, we refer to the training which is secured in one of the professional colleges of the Association as differentiated from the training which may be acquired by practitioners in service. It is more general and less immediate, and greater emphasis is placed on the principles and methods which underlie practice than upon the methods of practice. Continuation training or training in service is treated under the next topic.

ADEQUACY OF PRESENT TRAINING

The inventory of activities may be used in several ways in checking the adequacy of the present curriculum of the professional school: (1) the present teaching units may be compared with the major activity units in the master list, Table G, for the

purpose of determining (a) if the activity units most essential are provided for in the curriculum and (b) if there is included in the curriculum subjects not essential to the performance of the activity. It is probably a safe assumption that the 10 per cent of activities that rank highest in the composite score (Table F) should be included and the 10 per cent that rank lowest should be omitted. Just what proportion should be included must, of course, rest with the judgment of the persons who are responsible for deciding on the subjects essential for the curriculum. (2) The distribution of teaching units or relative emphasis given them may be compared with their curricular value as indicated in the ranks of the activities in the inventory. One could determine in the comparison whether the curriculum was warped in favor of certain subjects or if it had proper balance. The decile ranks of the major divisions (Table A) would be used in this comparison.

In checking the adequacy of material in textbook, for purposes of instruction, mere reference to it is not in itself a guaranty of quality. Charters and Waples¹ suggest the following five progressive levels of depth in checking references:

Symbols	Interpretation
1	The activity is merely mentioned
2	The activity is described in sufficient detail to make its meaning clear to students unfamiliar with it
3	The activity is discussed to the end of defining difficulties met in performing it
4	The activity is discussed to show methods of overcoming its difficulties
5	The activity is discussed with sufficient thoroughness to define principles that support accepted methods of performing it

Those who are interested in the techniques that may be employed in checking the adequacy of textbook material for outlines or classroom instruction will find the subject discussed by Charters and Waples in *The Commonwealth Teacher-Training Study* (pp. 137-54).

¹ W. W. Charters and Douglas Waples, *The Commonwealth Teacher-Training Study* (University of Chicago Press, 1929), p. 156.

SELECTION OF ACTIVITIES FOR TRAINING

In reconstructing present training programs for physical directors or building new units of instruction, the activities in this study may be used. In fact, a curriculum which is designed to develop ability to perform the functions of a profession should, to a certain degree, present instruction about the major activity units. Several ways in which a curriculum committee or person responsible for selecting instruction units may use the material are now suggested.

Selection of all activities.—If the committee chooses, it may include all the activities in the master list, and in this way none of the most essential activities would be omitted, although much irrelevant and unnecessary material would also creep in. The problem confronting the committee would be the relative emphasis and relative amount of time for each activity unit. However, it is probably not necessary or desirable to include all activities, say the least important or those that can be learned on the job. Selection of activities for the purpose in hand is obviously necessary.

Selection by composite rank.—The composite rank is based on the four criteria—frequency, difficulty, importance, and preference for school training. This combination has the effect of smoothing out the ranks on the four criteria, and only those activities find place in the highest deciles which stand relatively high on all four criteria or very high on at least three. It may not be desirable to include in the curriculum of a college the activities that are infrequently performed; they should be left for later training when students are employed and when the need is more immediate. Neither may it be desirable to include activities that are not important or are not difficult to learn. The composite score of an activity is lowered by the existence of a low score in one or more of these criteria and therefore may not meet the standard for acceptance in the curriculum, assuming that selection is confined to the highest decile.

We have selected from Table G the activities below to illustrate how the different rankings may serve in deciding which activities should be included in the curriculum:

ACTIVITIES		DECILE RANK				
		F	D	I	S	C
477	Conducting camp.....	1	9	3	10	4
425	Analyzing reports.....	9	7	9	8	10
437	Making and answering telephone calls.....	10	1	9	1	8
332	Broadcasting health talks.....	1	10	2	9	4
153	Following-up new members.....	9	8	10	8	10
80-8	Organizing health education.....	5	9	9	10	9

The first activity, "conducting camp," is infrequently performed and relatively unimportant as viewed by physical directors, and therefore might not be included in a curriculum although the physical directors feel that it should be learned in school, if performed. "Broadcasting health talks," the fourth activity, is a similar one. The second and fifth activities, "analyzing reports" and "following-up new members," would probably be included because of the relatively high scores on all the criteria. The third activity is very frequently performed and very important but easily learned on the job and, in the opinion of the physical directors, does not need to be learned in school. The last activity, "organizing health education," is not frequently performed but is important and difficult to learn and therefore should be included. In all the activities listed above, the composite score is a fair estimate of their curriculum value and serves as a guide in determining which activities to include in preparatory training.

Selection by importance rank.—The curriculum committee may decide that only the activities which the physical directors consider most important should be included. In this case, the committee would use the activities in Table D, which gives the highest and lowest 10 per cent in importance; the major activity units that rank highest in importance in Table A; or those in the highest deciles in the master list, Table G. Under this method of selection the least essential, from the point of view of importance, would be omitted and the most essential included, whether or not infrequently performed or difficult to learn. There would be included such activities as those pertaining to

the relationship of the physical director to the general secretary, the preparation of the budget, the assistant directors, research projects, literature, program policy, leaders' clubs, etc. There would be omitted such items as those pertaining to relationships with janitors and engineers, assigning lockers, etc.

Selection by other criteria.—Likewise the committee might choose activity units on the basis of their difficulty of learning or need for school training. The appropriate table would be used following the procedure for selection as explained above under "Importance."

One further suggestion may be made in regard to selection, whichever of the foregoing bases is used. It is possible from the tables to select according to the rank of the activity division or the activities under the division, or both. For instance (Table A) the activity division "literature" is highest. It would for this reason be selected, but under this division some of the activities rank high and some comparatively low. For instance, "reading technical materials on principles of physical education" (No. 492) is in decile 10, while "taking reading courses" (No. 493) is in decile 5. Selection may be made of all the activities, in which case the amount of time and emphasis given to each would depend upon its rank; or, selection may be confined to those in the highest deciles.

CONTENT OF UNITS OF TRAINING

The activities as given in chapter iv are either areas in which specific activities occur or are statements of things done. They do not include certain vital elements as methods, purposes, skills, etc.—elements which enter into the training for the performance of the activities and which have already been illustrated in the unit of training previously mentioned entitled "Awards" (pp. 22-26). However, as inventoried and ranked, the activities contribute materially in determining what should be included in training. Several ways will be considered.

Sources of training material.—The value of the activities in checking the adequacy of material in textbooks is treated on page 27. Not always does the material in a textbook pertain to

the unit or units of activity about which instruction is being built, and not always does the material in the textbook relate to all the activities in the activity unit. This suggests, therefore, if the activity or experience approach is used in training physical directors, that probably the one-textbook source of material is no longer adequate but that a number of sources should be tapped to provide the pertinent material for instruction for the entire activity unit. An alternative would be the preparation of new textbooks especially for the purpose. It is true that the method of reference-to-various-sources involves more expense, particularly with regard to library equipment. The method, however, is in keeping with advanced educational theory. Interest is intensified by its association with need, in this case the task or activity. The *use* of the material in the profession is the real test of its value in the training program.

Technical training.—Another problem that confronts the committee responsible for determining the training in preparation for the physical directorship is the amount of practice experience or skill that students should have before they can be considered adequately prepared to enter upon professional work. This practice experience may be acquired in simulated activities in an Association college or in part-time employment in playgrounds, local Y.M.C.A.'s, churches, etc. Whether the practice experience covers all the activities that are considered essential can be determined by checking the activities in such experience with the activities in the master list, or the activities from the list which the committee decides as essential for training. Some skills that are easily overlooked are those relating to the preparing of the budget, training of leaders, evaluating character results, preparing reports, conducting research, etc. In fact, the skill required in some of these has not been thoroughly organized. We suggest that steps should be taken with this in view.

The committee would find it necessary to decide early which of the activities could be just as well learned by the physical director after he enters upon work. Comparison of the activities in the lowest and highest 10 per cent for school training (Table E), from which we list below the fifteen highest and fifteen low-

est, clearly shows a difference in character. Using the master list, the committee would decide how many to include in the preparatory curriculum and what ones to reserve for training in service. The committee should constantly bear in mind that the rank of the activities in the list is based on the opinion of the physical directors and that further check is probably necessary to determine whether in fact the activities reported as learnable on the job are by that method effectively learned. Further consideration of the selection of activities for in-service training is given under the next topic.

Highest 10 Per Cent

Diagnosing individual weaknesses
 Giving physical examinations
 Teaching principles and methods of pedagogy to leaders' clubs
 Conducting physical examinations
 Teaching theory of physical education to leaders' clubs
 Prescribing exercise
 Teaching mass games
 Organizing leaders' clubs
 Counseling about therapeutic exercises
 Studying and applying principles of advertising to publicity work
 Advising on construction of building rooms and parts
 Leading classes
 Training leaders of classes
 Organizing the program
 Organizing mass games

Lowest 10 Per Cent

Recording attendance at meetings of office force
 Allowing grievances to be settled among janitors and engineers
 Allowing grievances to be settled among office force
 Loaning equipment and facilities to social welfare organizations
 Teaching values of religious programs
 Conducting training courses for the office force
 Checking attendance at meetings of special volunteers
 Recording attendance at meetings of janitors and engineers
 Distributing printed matter to social welfare organizations
 Hearing reports from the office force
 Considering preferences of janitors and engineers in scheduling duties
 Issuing uniforms to new members
 Exhibiting trophies
 Authorizing pay of janitors and engineers
 Showing new members through the building

SUGGESTIONS FOR CONTINUATION TRAINING

Thus far we have discussed only the use of the findings in relation to preparatory professional training as offered in a professional training college. The material should be equally helpful to those interested in subject matter for continuation

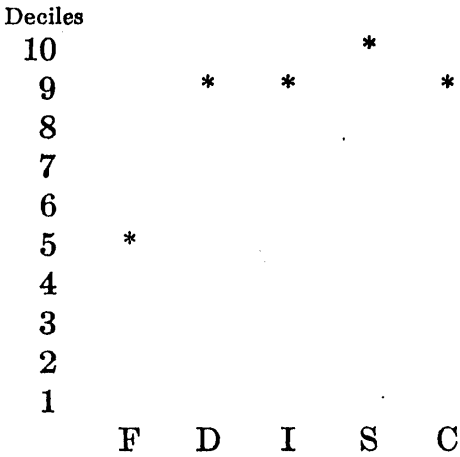
training, whether in organized classes in summer schools and training centers, in individual reading and correspondence courses, or in discussion groups. In the case of continuation training, the instruction is more closely related to the immediate need than in preparatory training. In fact, the problems of the practitioner (in this study the physical director) are the primary occasion for the additional training. Therefore, a different treatment of the material is suggested.

In the first place, a new interpretation is placed upon the ranks obtained both for individual activities and for activity units. In selecting activities for preparatory training, as in an Association college, special emphasis is placed on activities whose judgments on all four criteria are of nearly equal value. Activities for continuation training, on the other hand, may be those infrequently performed, but important, and whose difficulty suggests organized instruction.

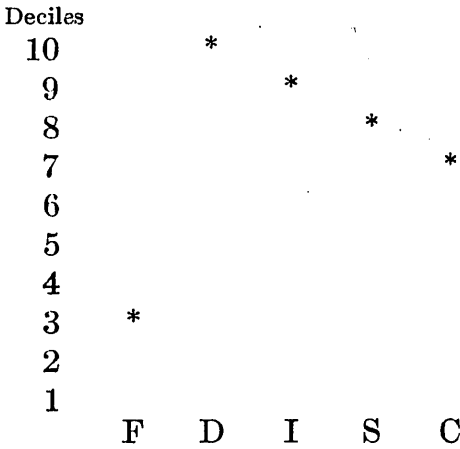
The three graphs below showing the relative position of the ranks of three activities in the criteria will illustrate. Take the activity "conducting research." It is very low in frequency (decile 2) but very high in importance (decile 10). Such a profile suggests that training in the activity be undertaken when the physical director is "ready" for it—that is, when there is present the desire and will to learn, with recognition of values to be acquired, and when the physical director feels his inability or inexperience in the skills required. The other illustrations are similar ones. Such activities could very well be reserved for continuation training provided, of course, that satisfactory training for the activity were available and could be secured by the physical director either by extension service from an Association college or at one of the summer schools or, less formally, by self-reading. Or the physical director could take time off for a period and attend an institution to get the desired training.

While in general an activity scoring low on frequency of performance and high on difficulty and importance might be reserved for continuation training, such an assignment of the activity should not be made hastily. It may happen that the activity is recent in development, answers a growing need, and

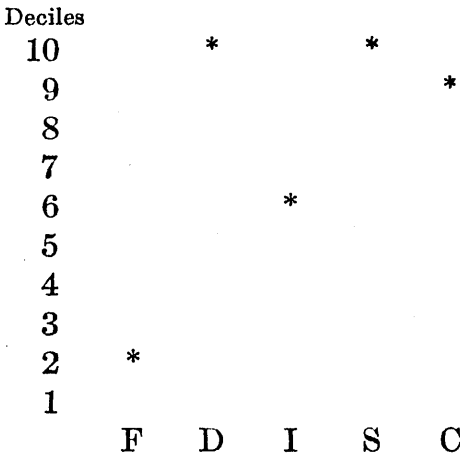
ORGANIZING HEALTH EDUCATION
(ACTIVITY No. 80-8)



STIMULATING CAMPAIGN GROUPS
TO WORK (ACTIVITY No. 474)



CONDUCTING RESEARCH (ACTIVITY
No. 522)



eventually would be frequently performed if personnel were trained. For instance, the activity above "organizing health education" or "conducting research" might upon investigation be considered by progressive secretaries as essential in the program of the Association. In that case, the institution which trains secretaries would lift the activity into major place in its curriculum, develop its content and method, and see that prospective secretaries were trained for it.

IMPROVEMENT OF PRACTICE¹

Aside from the value of the activities in this report for preparatory and continuation professional training, the activities may serve in many ways in the local association. We suggest several in terms of the persons who would use them.

THE PHYSICAL DEPARTMENT COMMITTEE

Building a program for the department of physical education.—If the physical department committee, when planning its policy, has the activities of this study before it, it may check the local activities with those listed and, by noting how each is rated, select those most essential. In doing so, the committee would naturally consider the activities in relation to the needs of its constituency and not select merely because they rate high in the list. Every community has its own particular needs, and a thoughtful committee will select with that clearly in mind.

Take Table F as an illustration. Suppose the physical department committee is about to plan the coming season's program and has already a rather clear knowledge of the needs of its constituency. It observes that the training of leaders ranks very high. Well toward the top of the upper decile are "training leaders of classes" (No. 30-1), "training leaders' clubs" (No. 292-3), "training leaders of teams" (No. 30-2), "teaching theory of physical education to leaders' clubs" (No. 293-3), "teaching principles and methods of pedagogy to leaders' clubs" (No.

¹ This topic was prepared by Mr. Martin I. Foss, director of School of Physical Education, Association College, Chicago, after he had discussed the physical director's activities in the report with physical directors at the summer schools at Lake Geneva and Silver Bay, 1928.

294-3). It is evident that volunteers must be given a prominent place. It is not enough merely to *use* such volunteers; they need to be given careful instruction.

The task of training these groups—leaders of classes, leaders of clubs, and leaders of teams—is large. It requires the finding of potential leaders, persuading them to give time to training, and enlisting them in the conduct of the classes. It involves learning the principles of physical education, and the ends which the activities serve such as right sportsmanship habits in team competition. The size of the undertaking is illustrated by the national scale upon which leaders' clubs are organized with the standard program, the curriculum outline, and its progression from year to year.¹

Selecting a physical director.—Should an association need the services of a physical director, it would be a comparatively simple matter to select from the activity list such activities as the physical department committee might consider essential to its work. This list could be submitted either to some personnel secretary whose business it is to place men, or directly to an applicant, and in this manner the fitness of the particular individual for the position could be determined. Ability to conduct the activities listed would probably be excellent evidence of fitness for the position.

A Y.M.C.A. PHYSICAL DIRECTOR

Improving his ability.—A very helpful project for any local physical director would be to observe his ability to conduct activities in an acceptable manner. Such a check would quickly discover to him his weak points and indicate the direction of his personal study program. If, for example, he should feel himself poorly qualified to "prescribe exercise" (No. 180), to "diagnose individual weaknesses" (No. 179), to "correct posture" (No. 181), he might confer with some director of his acquaintance or one in the national office or with an Association college for advice on the best way to improve himself—books to read, courses that he might take at a summer school, etc.

¹ M. I. Foss, *Standard Leaders' Manual* (The Young Men's Christian Association College, Chicago, 1927).

Improving his practice.—If a physical director were to list the activities that claim his major time for a week—or better, for a month—and then compare his list with the list in this study, he would be helped in deciding whether he is spending his energy in the most profitable way. If he were giving time to activities of low rank and but little attention to those more important such condition should be brought to the attention of the physical department committee. It might restudy the whole policy in the light of such uncovered facts and decide to revamp the program to exclude the non-essential activities and focus attention upon those most vital.

Selecting field.—For a physical director seeking either his first field or a change to another calling for larger responsibilities, this activity list may be helpful. He can check the activities that are his chief interest with those in the new position and then, in conference with the authorities in a local association which are seeking a physical director, decide more intelligently if the vacancy is suitable for him.

As an illustration, let us suppose that a given physical director is particularly interested in the training and use of volunteers for every activity where laymen can be used and that in an interview with a given association he discovers they expect him to lead the classes, coach the teams, and generally be directly in charge of all activities; it is clearly a mistake for him to join himself to such an association unless it be for the express purpose of changing their policy.

SOCIETY OF PHYSICAL DIRECTORS

Let us assume that in a given state there is an active physical directors' society composed of 70 members and that their chief desire is to become 100 per cent efficient in their work. Assume, further, that the program of self-improvement for the year is to be organized around certain phases of their work, to be determined by some means, and especially around the activities which they feel least competent to perform. One means for determining the activities would be for the executive committee to have each of the members of the society check the activities

in one of the tables in this study—for instance, by placing a “3” before each activity that he feels he can do well, a “1” before those he can do only ordinarily well, and a “0” before those that he is least able to perform. Let us suppose that the returns from the 70 members were as follows on the 15 activities selected for check.

Score	Activity
60	Training leaders of classes
100	Prescribing exercise
50	Making use of character-building values in activities
70	Diagnosing individual weaknesses
90	Training leaders' clubs
110	Analyzing self as to training, traits, etc.
130	Deciding general objective of the program
40	Stressing character-building aspects of physical education
120	Promoting classes
150	Correcting posture
130	Training leaders of teams
70	Stressing character-building through organized team games
120	Enlisting members for Christian service
90	Teaching theory of physical education to leaders' clubs
80	Writing a policy manual

We could then assemble the above under five general heads, with a total score as follows:

1. CHARACTER:

Making use of character-building values in activities..	50
Stressing character-building aspects of physical education.....	40
Stressing character-building through organized team games.....	70
Enlisting men in Christian service.....	120
Total.....	280

2. VOLUNTEERS:

Training leaders of classes.....	60
Training leaders of clubs.....	90
Training leaders of teams.....	130
Teaching theory of physical education to leaders' clubs	90
Total.....	270

3. PHYSICAL EXAMINATIONS AND PRESCRIPTIONS:

Prescribing exercise.....	100
Diagnosing individual weaknesses.....	70
Correcting posture.....	150
Total.....	320

4. POLICY AND PROGRAM:

Deciding general objective of the program.....	130
Promoting classes.....	120
Writing a policy manual.....	80
Total.....	330

5. PROFESSIONAL DEVELOPMENT:

Analyzing self as to training, traits, etc.....	110
---	-----

It is evident how much help some such procedure would be in making plans for conference programs, for personal reading (bibliography would need to be prepared and perhaps a plan evolved for the circulation of books), and for any other means in aiding the members in self-improvement.

FOR PERSONNEL SECRETARIES

What a help it would be to the personnel secretary of a state or region if he had a complete record of every physical director in the state or region carefully recorded according to his ability to perform the activities listed in this study. If a number were noted opposite each activity (1, 2, 3), depending upon the skill of the individual in the performance of that activity, whether altogether unable, partially able, or well qualified, it would aid the personnel secretary in his work (a) to place the physical director who desires a change of position and (b) to guide the physical director in further education.

CHAPTER IV
ACTIVITIES CLASSIFIED
TABLE A

RANKS OF THE MAJOR ACTIVITIES OF PHYSICAL DIRECTORS
IN THE YOUNG MEN'S CHRISTIAN ASSOCIATION

The complete activities, including both verb and noun, as "obtaining reading material" (No. 491), are given in the master list, Table G. Only the major divisions, or activity units, are included in this table. They are in the order of the composite rank in the last column at the right, the highest being first.

The numbers at the left of the activity are the identification numbers, and may be used to locate the activities in the master list, Table G. For instance, "VI-A", means that the heading "Literature" is in Division VI, Subdivision A, in the master list.

The numbers in the columns at the right are the decile ranges in which the activity lies. Decile 10 is highest; decile 1 is lowest. The decile is determined from the median of the scores of all the activities under that heading in the master list, Table G. Read thus: the first activity listed, "Literature," has a decile rank of 9 for F (frequency of performance), 3 for D (difficulty of learning), 9 for I (importance), 7 for S (training in school rather than incident to the job), and 10 for C (composite rating from the other four)

ACTIVITIES OF PHYSICAL DIRECTORS	DECILE RANK				
	F	D	I	S	C
VI-A Literature.....	9	3	9	7	10
I-B-1 Program policy.....	8	9	9	9	10
VI-E Research and projects.....	6	10	9	10	10
IV-D Communications (correspondence, mail, tele- phone, etc.).....	10	5	8	5	9
I-C-1 Contact with members.....	10	7	8	5	9
V-A-1 General secretary.....	10	1	10	3	8
VI-D Organizations.....	8	2	8	7	8
IV-A-1 Budget.....	4	9	10	9	8
II-B-3 Leaders' clubs.....	8	7	9	6	8
I-B-2-1 Mass games.....	9	5	7	6	8
I-B-2-2 Organized team games.....	9	6	6	6	8
II-A-1 Assistant directors and instructors.....	7	6	9	6	8
III-A Publicity.....	6	6	7	6	8
I-A-1 Classes.....	9	5	7	7	8
V-A-2 Other department secretaries.....	10	1	9	3	7
IV-C-1 Reports.....	9	5	7	5	7
I-C-2 Physical examinations.....	6	8	7	9	7
I-B-2-3 Individual competition.....	8	6	6	6	7
II-B-1 Department committees.....	6	6	9	6	7
I-B-2-8 Health education.....	6	6	6	7	7
II-B-2 Sub-committees and councils.....	5	6	8	6	7
I-B-2-4 Individual exercise.....	8	5	5	6	7
I-A-2 Teams.....	8	5	5	6	6
VI-B Professional training.....	2	10	7	9	6
I-B-2-7 Religion.....	5	8	5	6	6
II-B-5 Volunteer instructors and coaches.....	5	7	7	5	6
IV-B-1 Building rooms and parts.....	3	5	3	8	6
II-A-2 Attendants and special help.....	6	4	8	4	6
IV-B-2 Athletic equipment.....	7	3	4	5	5
I-D-2 Church and Sunday school.....	4	5	6	8	5
I-A-3 Clubs.....	6	6	4	6	5
IV-C-2 Records.....	6	4	4	4	5
V-A-3 Other Y.M.C.A. state and national secretaries.....	6	1	8	3	5
II-B-4 Special volunteers.....	3	7	5	4	5
I-B-2-6 Social events.....	5	5	4	5	4
V-B General association activities.....	3	5	6	6	4
IV-A-3 Purchase and sale.....	6	3	5	4	4
I-D-4 Industries and occupational groups.....	3	8	5	8	4
I-B-2-5 Exhibitions.....	4	6	5	5	4
I-A-4 Other groupings.....	5	5	4	6	4
VI-C Conferences.....	3	4	7	3	4
IV-C-3 Forms.....	6	4	4	3	4
IV-A-2 Fees.....	3	5	4	5	4
IV-B-3 General equipment.....	5	4	3	6	4
IV-A-4 Accounting.....	2	7	1	8	3
I-D-6 Town and county.....	1	7	3	7	2
IV-B-4 Supplies.....	4	1	2	4	2
IV-B-5 Outdoor equipment.....	2	3	2	5	2
III-B Awards.....	4	4	3	2	2
I-D-5 Municipal and civic enterprises.....	2	7	3	7	2
I-D-3 Social welfare organizations.....	2	6	2	6	2
I-D-1 Schools.....	1	7	2	8	2
II-A-4 Janitors and engineers.....	2	4	2	1	1
II-A-3 Office force.....	2	4	2	1	1

TABLE B

THE 10 PER CENT OF ACTIVITIES MOST FREQUENTLY PERFORMED AND THE 10 PER CENT LEAST FREQUENTLY PERFORMED, AS RATED BY PHYSICAL DIRECTORS

This table is compiled for those persons who, for various reasons, wish to direct attention to activities most frequently performed or least frequently performed. It includes only the activities in the highest and lowest deciles for frequency, taken from the master list, Table G. The activities are in the order of the scores from which the decile rank was determined, the first being highest. Tables C, D, E, and F, which follow Table B, are similarly prepared to show respectively the highest and lowest decile of activities as to difficulty, importance, school training, and a composite of the four. Decile 10 is highest; decile 1, lowest.

The other deciles as ninth, eighth, second, etc., can be prepared by lifting out from the master list the items having the decile rank desired.

The number to the left of an activity corresponds with the number of the activity in the master list, Table G.

HIGHEST 10 PER CENT—FREQUENCY

438	Opening and reading mail
441	Keeping correspondence up to date
449-1	Maintaining relations with the general secretary
437	Making and answering telephone calls
452-1	Co-operating with the general secretary
450-1	Respecting the general secretary
495	Reading general literature
454-1	Keeping appointments with the general secretary
144	Building friendships with members
156	Cultivating friendships with new members
458-1	Consulting the general secretary
155	Getting acquainted with new members
459-1	Counseling with the general secretary
466-1	Contributing to discussions with the general secretary
412-1	Overseeing ventilation of building rooms and parts
454-2	Keeping appointments with other department secretaries
165	Meeting new members
167	Courting interest of new members in Association work
457-1	Interviewing the general secretary
312	Giving time and attention to publicity
413-1	Overseeing sanitation of building rooms and parts
19-1	Leading classes
451-1	Acting with the general secretary
464-1	Attending staff or cabinet meetings with the general secretary
122-1	Promoting mass games
450-2	Respecting other department secretaries

- 72 Making use of character-building values in activities
- 169 Establishing contacts with new members
- 314 Stimulating program through publicity
- 451-2 Acting with other department secretaries
- 28-1 Supervising classes
- 39-1 Promoting classes
- 43-1 Creating enthusiasm in and for classes
- 147 Enlisting enthusiasm and service of members
- 317 Advertising results of program activities
- 337 Making use of the bulletin board
- 114-4 Supervising individual exercise
- 319 Publishing league standings
- 452-2 Co-operating with other department secretaries
- 465-1 Reporting on program activities to the general secretary
- 23-1 Meeting new members of classes
- 30-1 Training leaders of classes
- 76 Stressing health-building aspects of physical education
- 114-2 Supervising organized team games
- 139 Giving advice to members
- 154 Introducing new members
- 449-2 Maintaining relations with other department secretaries
- 463-1 Participating in conferences of the general secretary
- 492 Reading technical materials on principles of physical education, etc.
- 21-1 Meeting with classes
- 73 Promoting the program
- 131-1 Attending mass games
- 140 Ascertaining interests of members
- 168 Arousing desire to join the association
- 453-2 Extending courtesies and appreciations to other department secretaries
- 24-1 Conducting activities of classes
- 77 Stressing character-building aspect of physical education
- 108-1 Maintaining interest in mass games
- 122-2 Promoting organized team games
- 122-4 Promoting individual exercise
- 123-1 Arousing interest in mass games
- 339 Announcing coming events by use of the bulletin board
- 453-1 Extending courtesies and appreciations to the general secretary
- 458-2 Consulting other department secretaries
- 43-2 Creating enthusiasm in and for teams
- 78 Using membership interest to promote the program
- 409-2 Inspecting athletic equipment
- 439 Dictating letters
- 47 Deciding general objective of the program
- 100-1 Conducting mass games
- 116-1 Overseeing efficiency of mass games
- 409-1 Inspecting building rooms and parts
- 414-1 Overseeing lighting of building rooms and parts
- 18-1 Conducting classes

- 31-1 Supervising leaders of classes
- 124-1 Securing publicity for mass games
- 407-1 Being responsible for building rooms and parts
- 413-3 Overseeing sanitation of general equipment
- 71 Using program to develop health
- 138 Interviewing members
- 152 Following-up interests of members
- 166 Meeting non-members
- 455-1 Creating proper relationships on personal problems with general secretary
- 459-2 Counseling with other department secretaries
- 123-2 Arousing interest in organized team games
- 124-2 Securing publicity for organized team games
- 396-2 Maintaining athletic equipment
- 411-1 Putting building rooms and parts to use
- 415-1 Overseeing janitorial service of building rooms and parts
- 440 Writing letters
- 406-1 Supervising building rooms and parts
- 447-2 Sending and receiving written notices from other department secretaries
- 455-2 Creating proper relationships on personal problems with other department secretaries
- 466-2 Contributing to discussions with other department secretaries
- 119-1 Securing friendly relations between participants in mass games
- 491 Obtaining reading material
- 36-2 Disciplining teams
- 114-1 Supervising mass games
- 116-2 Overseeing efficiency of organized team games
- 117-1 Assisting volunteers and staff in conducting mass games
- 122-3 Promoting individual competition
- 420-1 Gathering data for reports
- 75 Interviewing citizens
- 108-4 Maintaining interest in individual exercise
- 126-2 Stressing character-building through organized team games
- 160 Writing letters to new members
- 180 Prescribing exercise
- 406-2 Supervising athletic equipment
- 411-2 Putting athletic equipment to use
- 39-2 Promoting teams
- 123-4 Arousing interest in individual exercise
- 407-2 Being responsible for athletic equipment
- 427-1 Maintaining reports
- 36-1 Disciplining classes
- 100-2 Conducting organized team games
- 119-2 Securing friendly relations between participants of organized team games
- 121-3 Inspecting individual competitive activities
- 182 Discussing problems of physical examinations with candidates
- 460-1 Inviting criticism of general secretary
- 28-2 Supervising teams

- 32-1 Inspecting classes
- 105-1 Leading mass games
- 109-1 Considering individual peculiarities in mass games
- 131-2 Attending organized team games
- 159 Assimilating new members
- 410-2 Keeping athletic equipment up to date
- 102-1 Teaching mass games
- 121-2 Inspecting organized team games
- 181 Correcting posture
- 117-2 Assisting volunteers and staff in conducting organized team games
- 126-1 Stressing character-building through mass games
- 151 Counseling on sportsmanship with members
- 338 Posting mottoes and slogans
- 421-1 Examining reports
- 442 Filing letters
- 464-2 Attending staff or cabinet meetings with other department secretaries
- 516 Member of a state or local society
- 40-2 Advertising teams
- 329 Writing notices and signs
- 409-3 Inspecting general equipment
- 416-1 Preparing reports
- 419-1 Filling out reports
- 457-2 Interviewing other department secretaries
- 461-2 Convincing other department secretaries of importance of physical program
- 26-1 Building up courteous relations between classes
- 63 Conducting the program
- 96-2 Co-ordinating organized team games
- 100-4 Conducting individual exercises
- 124-3 Securing publicity for individual competitive activities
- 127-2 Teaching values of organized team games
- 129-2 Writing letters about organized team games
- 137-1 Making contacts at mass games
- 27-1 Recording attendance of classes
- 29-1 Delegating conduct of classes
- 41-2 Publishing records of teams
- 110-1 Adapting mass games to physical conditions
- 116-3 Overseeing efficiency of individual competitive activities
- 130-4 Participating in individual exercises
- 79 Using printed matter and general publicity to promote the program
- 108-2 Maintaining interest in organized team games
- 111-1 Handling emergencies in mass games
- 126-3 Stressing character-building through individual competition
- 137-2 Making contacts at organized team games
- 422-1 Studying reports
- 121-1 Inspecting mass games
- 250-2 Following up operations of attendants and special help

LOWEST 10 PER CENT—FREQUENCY

- 191 Training volunteers in supervision of physical examinations
- 212-3 Conducting meets, field days, relays, etc., for social welfare organizations
- 225-1 Distributing printed matter to schools
- 231-6 Advising on physical education matters in town and county
- 233-6 Using newspaper publicity for town and county activities
- 393-5 Ordering outdoor equipment
- 490 Doing janitor's work
- 209-1 Assisting in organization of activities in schools
- 233-1 Using newspaper publicity for school activities
- 241-4 Approving selection of janitors and engineers
- 271-4 Hearing reports from janitors and engineers
- 206-1 Scheduling athletic events for schools
- 230-1 Giving talks on health and exercise to schools
- 255-4 Allowing grievances to be settled among janitors and engineers
- 266-2 Conducting training courses for attendants and special help
- 347 Providing athletic competitive sport fund
- 400-5 Mowing outdoor equipment (athletic fields, etc.)
- 206-3 Scheduling athletic events for social welfare organizations
- 209-6 Assisting in organization of town and county activities
- 213-6 Officiating at town and county program activities
- 232-1 Training leaders for work in schools
- 405-3 Managing laundering of general equipment
- 201 Demonstrating physical examinations
- 205-5 Organizing athletic leagues for municipal and civic enterprises
- 210-1 Discovering need and desire for program in schools
- 224-5 Giving addresses to municipal and civic enterprises
- 232-5 Training leaders for work in municipal and civic enterprises
- 267-4 Referring janitors and engineers to books, organizations, authorities
- 272-3 Recording attendance at meetings of office force
- 207-5 Setting up league rules for municipal and civic enterprises
- 211-1 Conducting program activities in schools
- 214-1 Arranging tournaments for schools
- 229-4 Exchanging ideas with physical directors of industries and occupational groups
- 235-1 Supervising recreation of schools
- 243-3 Scheduling duties of office force
- 324 Writing manuals or syllabi
- 235-6 Supervising recreation in town and county
- 392-5 Purchasing outdoor equipment
- 394-1 Selling building rooms and parts
- 208-1 Assisting in organization of committees in schools
- 220-4 Training leaders in specialized subjects for industries and occupational groups
- 230-5 Giving talks on health and exercise to municipal and civic enterprises
- 128-7 Printing and selling tickets for religious programs
- 221-2 Giving vocational guidance in churches and Sunday schools
- 223-4 Holding health campaigns in industries and occupational groups

- 227-1 Promoting program activities in schools
- 229-6 Exchanging ideas with town and county physical directors
- 230-6 Giving talks on health and exercise in town and county
- 236-6 Serving on committees in town and county
- 267-3 Referring office force to books, organizations, authorities
- 269-3 Considering policy with the office force
- 210-6 Discovering need and desire for program in town and county
- 225-5 Distributing printed matter to municipal and civic enterprises
- 232-3 Training leaders for work in social welfare organizations
- 204-6 Organizing town and county program activities
- 234-6 Participating in town and county program activities
- 265-3 Constructing manual of operations for the office force
- 504 Teaching in training centers
- 205-3 Organizing athletic leagues in social welfare organizations
- 206-6 Scheduling town and county athletic events
- 211-6 Conducting town and county program activities
- 232-6 Training leaders for town and county work
- 241-3 Approving selection of the office force
- 263-3 Training the office force
- 204-1 Organizing program activities in schools
- 207-6 Setting-up town and county league rules
- 212-6 Conducting meets, field days, relays, etc., in town and county
- 216-3 Conducting meetings of officials for discussion in social welfare organizations
- 224-6 Giving addresses to town and county groups
- 269-4 Considering policy with janitors and engineers
- 477 Conducting camp
- 216-1 Conducting meetings of officials for discussion in schools
- 216-5 Conducting meetings of officials for discussion in municipal and civic enterprises
- 220-5 Training leaders in specialized subjects for municipal and civic enterprises
- 226-3 Conducting activities for women and girls in social welfare organizations
- 228-6 Enlisting volunteers for town and county work
- 233-3 Using newspaper publicity for social welfare organizations
- 254-3 Settling grievances of the office force
- 258-3 Authorizing pay of the office force
- 331 Broadcasting health talks and exercises
- 385 Preparing books for audit
- 402-4 Painting supplies
- 221-1 Giving vocational guidance in schools
- 226-4 Conducting activities for women and girls in industries and occupational groups
- 402-5 Painting outdoor equipment
- 208-6 Assisting in organization of town and county committees
- 237-6 Attending town and county meetings
- 398-5 Renovating outdoor equipment
- 401-1 Lining building rooms and parts (gymnasium, etc.)
- 214-6 Arranging town and county tournaments

- 258-4 Authorizing pay of janitors and engineers
- 263-4 Training janitors and engineers
- 272-4 Recording attendance at meetings of janitors and engineers
- 501 Preparing a thesis
- 207-3 Setting up league rules in social welfare organizations
- 220-3 Training leaders in specialized subjects in social welfare organizations
- 225-3 Distributing printed matter to social welfare organizations
- 227-6 Promoting town and county program activities
- 240-3 Hiring the office force
- 498 Attending an association college
- 265-4 Constructing manual of operations for janitors and engineers
- 223-1 Holding health campaigns in schools
- 223-5 Holding health campaigns in municipal and civic enterprises
- 226-5 Conducting activities for women and girls in municipal and civic enterprises
- 503 Teaching in summer school
- 239-3 Selecting the office force
- 242-3 Considering possibilities of future training when hiring the office force
- 242-4 Considering possibilities of future training when hiring janitors and engineers
- 394-5 Selling outdoor equipment
- 205-1 Organizing athletic leagues in schools
- 205-6 Organizing athletic leagues in town and county
- 226-1 Conducting activities for women and girls in schools
- 239-4 Selecting janitors and engineers
- 255-3 Allowing grievances to be settled among the office force
- 268-4 Conducting meetings of janitors and engineers
- 513 Member of American Physical Education Association
- 207-1 Setting up league rules in schools
- 214-3 Arranging tournaments for social welfare organizations
- 220-1 Training leaders in specialized subjects in schools
- 238-4 Organizing janitors and engineers
- 216-6 Conducting meetings of officials for discussion in town and county
- 220-6 Training leaders in specialized subjects in town and county
- 238-3 Organizing the office force
- 268-3 Conducting meetings of the office force
- 223-2 Holding health campaigns in churches and Sunday schools
- 219-5 Teaching classes in municipal and civic enterprises
- 221-4 Giving vocational guidance to industries and occupational groups
- 221-5 Giving vocational guidance to municipal and civic enterprises
- 219-3 Teaching classes in social welfare organizations
- 222-1 Loaning equipment and facilities to schools
- 218-4 Teaching first-aid classes in industries and occupational groups
- 219-4 Teaching classes in industries and occupational groups
- 225-6 Distributing printed matter in town and county
- 221-3 Giving vocational guidance in social welfare organizations
- 266-4 Conducting training courses for janitors and engineers
- 218-3 Teaching first-aid classes in social welfare organizations

- 223-6 Holding health campaigns in town and county
- 240-4 Hiring janitors and engineers
- 266-3 Conducting training courses for the office force
- 218-1 Teaching first-aid classes in schools
- 218-5 Teaching first-aid classes in municipal and civic enterprises
- 223-3 Holding health campaigns in social welfare organizations
- 226-6 Conducting activities for women and girls in town and county
- 405-5 Managing laundering of outdoor equipment
- 217-3 Conducting classes in physical therapy in social welfare organizations
- 218-6 Teaching first-aid classes in town and county
- 184 Taking posture pictures
- 217-2 Conducting classes in physical therapy in churches and Sunday schools
- 217-1 Conducting classes in physical therapy in schools
- 217-6 Conducting classes in physical therapy in town and county
- 219-6 Teaching classes in town and county
- 221-6 Giving vocational guidance in town and county
- 219-1 Teaching classes in schools
- 217-4 Conducting classes in physical therapy in industries and occupational groups
- 217-5 Conducting classes in physical therapy in municipal and civic enterprises
- 218-2 Teaching first-aid classes in churches and Sunday schools

TABLE C

THE 10 PER CENT OF ACTIVITIES MOST DIFFICULT TO LEARN
AND THE 10 PER CENT LEAST DIFFICULT TO LEARN,
AS RATED BY PHYSICAL DIRECTORS

(See explanation Table B)

HIGHEST 10 PER CENT—DIFFICULTY

- 522 Conducting research
- 526 Conducting independent research
- 141 Enlisting members for Christian service
- 217-5 Conducting classes in physical therapy for municipal and civic enterprises
- 217-6 Conducting classes in physical therapy for town and county
- 221-6 Giving vocational guidance in town and county work
- 324 Writing manuals or syllabi
- 500 Attending regular training courses
- 527 Apportioning time to various activities
- 221-3 Giving vocational guidance in social welfare organizations
- 217-3 Conducting classes in physical therapy for social welfare organizations
- 323 Writing professional articles
- 217-4 Conducting classes in physical therapy for industries and occupational groups
- 528 Analyzing self as to training, traits, etc.
- 24-3 Conducting activities of clubs
- 92-7 Arranging committee organization for religious program
- 524 Studying and investigating professional problems
- 331 Broadcasting health talks and exercises
- 221-4 Giving vocational guidance in industries and occupational groups
- 217-1 Conducting classes in physical therapy in schools
- 122-7 Promoting religious program
- 143 Securing family relationships with members
- 217-2 Conducting classes in physical therapy for churches and Sunday schools
- 221-2 Giving vocational guidance in churches and Sunday schools
- 501 Preparing a thesis
- 221-5 Giving vocational guidance in municipal and civic enterprises
- 80-7 Organizing religious program
- 322 Studying journalism
- 498 Attending an Association college
- 84-7 Initiating religious program in the department
- 179 Diagnosing individual weaknesses during physical examinations
- 218-6 Teaching first aid classes for town and county
- 228-4 Enlisting volunteers from industries and occupational groups
- 227-4 Promoting program activities in industries and occupational groups
- 191 Training volunteers in supervision of physical examinations
- 218-3 Teaching first aid classes in social welfare organizations
- 218-4 Teaching first aid classes for industries and occupational groups
- 294-1 Teaching principles and methods of pedagogy to department committees
- 299-2 Inspiring sub-committees and councils for further service

- 48 Writing a policy manual
- 104-7 Preparing work for religious program
- 221-1 Giving vocational guidance in schools
- 292-1 Training department committees
- 361 Allowing business men on committee to administer budget funds
- 503 Teaching in summer school
- 523 Studying the community
- 83-7 Setting up a religious program
- 142 Giving vocational guidance to members
- 294-5 Teaching principles and methods of pedagogy to volunteer instructors and coaches
- 55 Balancing program to community needs
- 227-5 Promoting program activities in municipal and civic enterprises
- 50 Preparing for annual setting-up conference
- 89-7 Planning religious program
- 105-7 Leading religious program
- 108-7 Maintaining interest in religious program
- 123-7 Arousing interest in religious program
- 294-2 Teaching principles and methods of pedagogy to sub-committees and councils
- 315 Studying and applying principles of advertising in publicity work
- 81-7 Deciding policy of religious program
- 188 Securing a medical staff for physical examinations
- 210-3 Discovering need and desire for program in social welfare organizations
- 223-4 Holding health campaigns for industries and occupational groups
- 236-5 Serving on committees of municipal and civic enterprises
- 496 Writing articles, manuals, etc.
- 51 Conducting a conference
- 102-7 Teaching in a religious program
- 189 Using volunteers' initiative to set up a medical staff for physical examinations
- 273-3 Organizing leaders' clubs
- 68 Testing value of policy in actual conduct of program
- 70 Developing need of health education
- 220-6 Training leaders of town and county work in specialized subjects
- 223-6 Holding health campaigns in town and county
- 293-2 Teaching theory of physical education to sub-committees and councils
- 391-1 Designing building rooms and parts
- 529 Carrying on a special project
- 49 Encouraging volunteer work on policy development
- 69 Testing conflicting opinions on policy in conduct of program
- 74 Making speeches to promote program
- 82-7 Deciding objectives of religious program
- 90-7 Securing talent for religious program
- 218-2 Teaching first-aid classes in churches and Sunday schools
- 218-5 Teaching first-aid classes in municipal and civic enterprises
- 220-1 Training leaders in schools in specialized subjects
- 220-3 Training leaders of social welfare organizations in specialized subjects

- 223-2 Holding health campaigns in churches and Sunday schools
- 224-6 Giving addresses in town and county
- 293-1 Teaching theory of physical education to department committees
- 100-7 Conducting the religious program
- 224-1 Giving addresses in schools
- 232-1 Training leaders for work in schools
- 266-1 Conducting training courses for assistant directors and instructors
- 359 Following best business procedure in administering the budget
- 176 Conducting physical examinations
- 232-2 Training leaders for work in churches and Sunday schools
- 232-6 Training leaders for work in town and county
- 350 Getting educational value out of awards
- 362 Securing income
- 443 Answering questionnaires
- 504 Teaching in training centers
- 5-1 Allowing classes to determine own objectives
- 91-7 Securing officials for religious program
- 101-7 Coaching members in religious programs
- 177 Conducting compulsory physical examinations
- 220-2 Training leaders in churches and Sunday schools in specialized subjects
- 223-3 Holding health campaigns in social welfare organizations
- 223-5 Holding health campaigns for municipal and civic enterprises
- 232-3 Training leaders for work in social welfare organizations
- 280-5 Providing keymen to enlist volunteer instructors and coaches
- 292-2 Training sub-committees and councils
- 294-4 Teaching principles and methods of pedagogy to special volunteers
- 30-2 Training leaders of teams
- 184 Taking posture pictures during physical examinations
- 218-1 Teaching first aid classes in schools
- 224-2 Giving addresses in churches and Sunday schools
- 224-4 Giving addresses to industries and occupational groups
- 293-5 Teaching theory of physical education to volunteer instructors and coaches
- 30-3 Training leaders of clubs
- 149 Controlling thefts
- 193 Counseling with members about therapeutic exercises
- 352 Arranging the budget
- 7-2 Enlisting volunteers for leadership of teams
- 30-1 Training leaders of classes
- 85-7 Advising on policy of religious program
- 101-8 Coaching members in health education
- 292-3 Training leaders' clubs
- 444 Studying technique of letter writing
- 474 Stimulating campaign groups to work
- 178 Giving physical examinations
- 180 Prescribing exercise
- 219-6 Teaching classes in town and county
- 273-5 Organizing volunteer instructors and coaches
- 299-1 Inspiring department committees for further service

- 472 Collecting subscriptions
- 494 Preparing for grading
 - 12-3 Organizing clubs into permanent groups
 - 30-4 Training leaders of other groupings
- 210-4 Discovering need and desire for program in industries and occupational groups
- 210-5 Discovering need and desire for program in municipal and civic enterprises
- 224-3 Giving addresses at social welfare organizations
- 224-5 Giving addresses for municipal and civic enterprises
- 232-4 Training leaders for work with industries and occupational groups
- 232-5 Training leaders for work in municipal and civic enterprises
- 295-5 Bringing in outside authorities to lecture to volunteer instructors and coaches
- 347 Providing athletic competitive sport fund
- 358 Administering the budget
 - 83-5 Setting-up exhibitions
- 126-2 Stressing character-building through organized team games
- 274-1 Preparing policy for department committees
- 280-3 Providing keymen to enlist members of leaders' clubs
- 299-3 Inspiring leaders' clubs for further service
- 325 Preparing material for publication
 - 7-3 Enlisting volunteers for leadership of clubs
 - 12-2 Organizing teams into permanent groups or clubs
- 101-3 Coaching individual competitive activities
- 187 Supervising physical examinations
- 210-6 Discovering need and desire for program in town and county
- 223-1 Holding health campaigns in schools
- 226-3 Conducting activities for women and girls in social welfare organizations
- 226-4 Conducting activities for women and girls in industries and occupational groups
- 238-1 Organizing assistant directors and instructors
- 273-4 Organizing special volunteers
- 292-5 Training volunteer instructors and coaches
- 293-4 Teaching theory of physical education to special volunteers
- 294-3 Teaching principles and methods of pedagogy to leaders' clubs
- 299-5 Inspiring volunteer instructors and coaches for further service
- 357 Allowing committee to plan budget
 - 5-4 Allowing other groupings to determine own objectives
 - 7-1 Enlisting volunteers for leadership of classes
- 54 Harmonizing the program, giving proper emphasis to different activities
- 81-8 Deciding policy of health education
- 239-1 Selecting assistant directors and instructors
- 280-2 Providing keymen to enlist sub-committees and councils
- 365 Participating in responsibility for general association budget

LOWEST 10 PER CENT—DIFFICULTY

- 13-1 Scheduling classes
- 13-4 Scheduling other groupings
- 25-4 Preparing equipment and supplies for other groupings
- 42-2 Posting signs and notices for teams
- 42-3 Posting signs and notices for clubs
- 137-1 Making contacts at mass games
- 248-2 Considering preferences of attendants and special help in scheduling duties
- 258-4 Authorizing pay of janitors and engineers
- 309-2 Participating in discussion with sub-committees and councils
- 381 Handling cash
- 402-3 Painting general equipment
- 423-3 Reading forms
- 447-3 Sending and receiving written notices from other Y.M.C.A. state and national secretaries
- 448-2 Participating in activities of other department secretaries
- 470 Attending campaign meetings
- 10-1 Organizing leagues of classes
- 23-2 Meeting new members of teams
- 23-3 Meeting new members of clubs
- 25-2 Preparing equipment and supplies for teams
- 33-4 Keeping records on other groupings
- 35-3 Attending meetings of clubs
- 59 Deciding dates, etc., for program
- 61 Adapting the program to seasons
- 91-8 Securing officials for health education
- 98-4 Arranging dates for individual exercise
- 137-6 Making contacts at social events
- 229-3 Exchanging ideas with physical directors of social welfare organizations
- 257-2 Determining ultimate responsibility over attendants and special help
- 257-3 Determining ultimate responsibility over office force
- 257-4 Determining ultimate responsibility over janitors and engineers
- 281-2 Building up respect for sub-committees and councils among members
- 337 Making use of bulletin board
- 394-4 Selling supplies
- 401-5 Lining outdoor equipment (tennis courts, etc.)
- 405-4 Managing laundering of supplies
- 450-2 Respecting other department secretaries
- 460-2 Inviting criticism of other department secretaries
- 485 Attending co-operative activities
- 33-1 Keeping records on classes
- 94-4 Scheduling hour for individual exercise
- 98-3 Arranging dates for individual competitive activities
- 252-2 Inspecting work of attendants and special help
- 307-1 Reporting to department committees
- 309-1 Participating in discussion with department committees
- 447-1 Sending and receiving written notices from general secretary
- 449-1 Maintaining relations with general secretary

- 463-3 Participating in conferences of other Y.M.C.A. state and national secretaries
- 42-4 Posting signs and notices for other groupings
- 161 Assigning lockers to new members
- 302-1 Attending meetings of department committees
- 392-4 Purchasing supplies
- 393-3 Ordering general equipment
- 398-4 Renovating supplies
- 411-4 Putting supplies to use
- 415-4 Overseeing janitorial service of supplies
- 457-3 Interviewing other Y.M.C.A. state and national secretaries
- 459-1 Counseling with general secretary
- 484 Participating in co-operative activities
- 486 Assisting at co-operative activities
- 95-1 Arranging special hours for mass games
- 98-1 Arranging dates for mass games
- 99-1 Securing place for mass games
- 120-4 Keeping checks and records on individual exercise
- 163 Issuing uniforms to new members
- 271-1 Hearing reports from assistant directors and instructors
- 271-3 Hearing reports from office force
- 309-4 Participating in discussions with special volunteers
- 319 Publishing league standings
- 395-3 Providing members with general equipment
- 414-2 Overseeing lighting of athletic equipment
- 414-5 Overseeing lighting of outdoor equipment
- 452-1 Co-operating with the general secretary
- 495 Reading general literature
- 27-1 Recording attendance of classes
- 128-4 Printing and selling tickets for individual exercises
- 268-3 Conducting meetings of office force
- 270-2 Talking over plans with attendants and special help
- 304-3 Checking attendance at meetings of leaders' clubs
- 341 Purchasing prizes
- 393-4 Ordering supplies
- 395-4 Providing members with supplies
- 270-4 Talking over plans with janitors and engineers
- 404-4 Replacing supplies with new
- 411-5 Putting outdoor equipment to use
- 446-2 Announcing activities for other department secretaries
- 447-2 Sending and receiving written notices from other department secretaries
- 450-1 Respecting the general secretary
- 451-1 Acting with the general secretary
- 451-2 Acting with other department secretaries
- 452-2 Co-operating with other department secretaries
- 453-2 Extending courtesies and appreciations to other department secretaries
- 456-1 Deciding tenure of office with general secretary

- 456-3 Deciding tenure of office with other Y.M.C.A. state and national secretaries
- 458-2 Consulting other department secretaries
- 465-3 Reporting on program activities to other Y.M.C.A. state and national secretaries
- 27-3 Recording attendance of clubs
- 212-1 Conducting meets, field days, relays, etc., in schools
- 229-2 Exchanging ideas with physical directors of churches and Sunday schools
- 272-2 Recording attendance at meetings of attendants and special help
- 272-4 Recording attendance at meetings of janitors and engineers
- 304-5 Checking attendance at meetings of volunteer instructors and coaches
- 452-3 Co-operating with other Y.M.C.A. state and national secretaries
- 464-3 Attending staff or cabinet meetings with other Y.M.C.A. state and national secretaries
- 466-2 Contributing to discussion with other department secretaries
- 66 Checking with policy on progress of activities
- 94-1 Scheduling hour for mass games
- 252-4 Inspecting work of janitors and engineers
- 449-3 Maintaining relations with other Y.M.C.A. state and national secretaries
- 458-1 Consulting with general secretary
- 459-2 Counseling with other department secretaries
- 25-1 Preparing equipment and supplies for classes
- 27-4 Recording attendance of other groupings
- 33-2 Keeping records on teams
- 229-4 Exchanging ideas with physical directors of industries and occupational groups
- 271-2 Hearing reports from attendants and special help
- 272-3 Recording attendance at meetings of office force
- 304-4 Checking attendance at meetings of special volunteers
- 463-2 Participating in conferences of other department secretaries
- 465-1 Reporting on program activities to the general secretary
- 465-2 Reporting on program activities to other department secretaries
- 466-1 Contributing to discussion with the general secretary
- 33-3 Keeping records on clubs
- 104-1 Preparing work for mass games
- 157 Showing new members through the building
- 338 Posting mottoes and slogans on bulletin board
- 402-2 Painting athletic equipment
- 454-2 Keeping appointments with other department secretaries
- 463-1 Participating in conferences of general secretary
- 345 Exhibiting trophies
- 414-4 Overseeing lighting of supplies
- 453-1 Extending courtesies and appreciations to general secretary
- 454-3 Keeping appointments with other Y.M.C.A. state and national secretaries
- 27-2 Recording attendance of teams
- 451-3 Acting with other Y.M.C.A. state and national secretaries
- 455-3 Creating proper relationships on personal problems with other Y.M.C.A. state and national secretaries

- 125-4 Co-ordinating individual exercise with awards
- 339 Announcing coming events on bulletin board
- 402-4 Painting supplies
- 437 Making and answering telephone calls
- 454-1 Keeping appointments with general secretary
- 457-1 Interviewing general secretary
- 271-4 Hearing reports from janitors and engineers
- 272-1 Recording attendance at meetings of assistant directors and instructors
- 304-2 Checking attendance at meetings of sub-committees and councils
- 516 Member of state or local society
- 450-3 Respecting other Y.M.C.A. state and national secretaries
- 453-3 Extending courtesies and appreciations to other Y.M.C.A. state and national secretaries
- 464-1 Attending staff or cabinet meetings with general secretary
- 457-2 Interviewing other department secretaries
- 464-2 Attending staff or cabinet meetings with other department secretaries
- 304-1 Checking attendance at meetings of department committees
- 249-2 Supervising attendants and special help
- 438 Opening and reading mail
- 13-3 Scheduling clubs

TABLE D

THE 10 PER CENT OF ACTIVITIES MOST IMPORTANT AND
THE 10 PER CENT LEAST IMPORTANT, AS RATED
BY PHYSICAL DIRECTORS

(See explanation Table B)

HIGHEST 10 PER CENT—IMPORTANCE

80-1	Organizing mass games
165	Meeting new members
238-1	Organizing assistant directors and instructors
243-1	Scheduling duties of assistant directors and instructors
273-2	Organizing sub-committees and councils
273-3	Organizing leaders' clubs
283-3	Supervising leaders' clubs
298-3	Cultivating ideals in leaders' clubs
449-1	Maintaining relations with general secretary
450-1	Respecting general secretary
452-1	Co-operating with general secretary
514	Member of National Physical Directors' Society of North America
72	Making use of character-building values in activities
239-1	Selecting assistant directors and instructors
264-1	Teaching methods of work to assistant directors and instructors
270-1	Talking over plans with assistant directors and instructors
299-3	Inspiring leaders' clubs for further service
459-1	Counseling with the general secretary
263-1	Training assistant directors and instructors
269-1	Considering policy with assistant directors and instructors
273-1	Organizing department committees
321	Cultivating newspaper editors
352	Arranging the budget
353	Conferring about the budget
407-1	Being responsible for building rooms and parts
451-1	Acting with the general secretary
452-2	Co-operating with other department secretaries
454-1	Keeping appointments with the general secretary
492	Reading technical materials on principles of physical education, etc.
516	Member of state or local society
241-1	Approving selection of assistant directors and instructors
292-3	Training leaders' clubs
299-2	Inspiring sub-committees and councils for further service
314	Stimulating program through publicity
507	Attending regional and state conferences
30-1	Training leaders of classes
77	Stressing character-building aspects of physical education
182	Discussing problems with candidates
242-1	Considering possibilities of future training when hiring assistant directors and instructors

- 259-1 Maintaining morale of assistant directors and instructors
- 281-3 Building up respect for leaders' clubs among members
- 289-2 Maintaining morale among sub-committees and councils
- 312 Giving time and attention to publicity
- 337 Making use of bulletin board for publicity
- 356 Assisting in preparation of budget
- 413-1 Overseeing sanitation of building rooms and parts
- 454-2 Keeping appointments with other department secretaries
- 463-1 Participating in conferences of general secretary
- 464-1 Attending staff or cabinet meeting with general secretary
- 491 Obtaining reading material
- 43-1 Creating enthusiasm in and for classes
- 54 Harmonizing the program, giving proper emphasis to different activities
- 82-2 Deciding objectives of organized team games
- 82-3 Deciding objectives of individual competition
- 126-1 Stressing character-building through mass games
- 144 Building friendships among members
- 156 Cultivating friendships with members
- 261-1 Counseling, advising, and consulting with assistant directors and instructors
- 284-1 Interviewing department committees
- 306-1 Presenting plans to department committees
- 359 Following best business procedure in budget
- 412-1 Overseeing ventilation of building rooms and parts
- 414-1 Overseeing lighting of building rooms and parts
- 449-2 Maintaining relations with other department secretaries
- 455-1 Creating proper relationships on personal problems with general secretary
- 457-1 Interviewing general secretary
- 465-1 Reporting on program activities to general secretary
- 523 Studying the community
- 528 Analyzing self as to training, traits, etc.
- 1-2 Organizing teams
- 71 Using program to develop health
- 147 Enlisting enthusiasm and service of members
- 155 Getting acquainted with new members
- 208-4 Assisting in organizing of committees of industries and occupational groups
- 239-2 Selecting attendants and special help
- 251-1 Coaching assistant directors and instructors
- 275-1 Assisting in preparing policy of department committees
- 288-2 Counseling with sub-committees and councils
- 299-1 Inspiring department committees for further service
- 308-1 Considering policy with department committees
- 354 Planning the budget
- 364 Comparing financial standing with budget provisions
- 410-1 Keeping building rooms and parts up to date
- 441 Keeping correspondence up to date
- 449-3 Maintaining relations with other Y.M.C.A. state and national secretaries

- 450-2 Respecting other department secretaries
- 454-3 Keeping appointments with other Y.M.C.A. state and national secretaries
- 497 Participating in professional training
- 530 Consulting experts for advice (physicians, teachers, etc.)
 - 7-1 Enlisting volunteers for leadership of classes
- 55 Balancing program to community needs
- 66 Checking with policy on progress of activities
- 76 Stressing health-building aspects of physical education
- 141 Enlisting members for Christian service
- 167 Courting interest of members in association work
- 244-1 Assigning duties to assistant directors and instructors
- 281-1 Building up among members respect for department committees
- 283-2 Supervising sub-committees and councils
- 288-1 Counseling with department committees
- 289-1 Maintaining morale among department committees
- 289-3 Maintaining morale among leaders' clubs
- 292-1 Training department committees
- 293-3 Teaching theory of physical education to leaders' clubs
- 298-1 Cultivating ideals in department committees
- 298-2 Cultivating ideals in sub-committees and councils
- 316 Attaining publicity through newspapers
- 358 Administering the budget
- 416-1 Preparing reports
- 452-3 Co-operating with other Y.M.C.A. state and national secretaries
- 506 Attending employed officers' conferences
 - 1-1 Organizing classes
 - 7-2 Enlisting volunteers for leadership of teams
- 26-1 Building up courteous relations between classes
- 30-3 Training leaders of clubs
- 46 Organizing the program
- 126-2 Stressing character-building through organized team games
- 151 Counseling in sportsmanship
- 243-2 Scheduling duties of attendants and special help
- 245-1 Co-ordinating duties of assistant directors and instructors
- 277-2 Assisting in selecting members of sub-committees and councils
- 284-3 Interviewing leaders' clubs
- 288-3 Counseling with leaders' clubs
- 297-3 Preparing teaching materials for leaders' clubs
- 317 Advertising results of program activities
- 409-1 Inspecting building rooms and parts
- 410-2 Keeping athletic equipment up to date
- 453-1 Extending courtesies and appreciations to general secretary
- 458-1 Consulting general secretary
- 466-1 Contributing to discussion with general secretary
- 476 Enlisting volunteer service in campaigns
- 495 Reading general literature
- 527 Apportioning time to various activities
 - 6-1 Securing instructor for classes

- 30-2 Training leaders of teams
- 68 Testing value of policy in actual conduct
- 82-1 Deciding objectives of mass games
- 115-2 Assigning responsibility for organized team games
- 122-1 Promoting mass games
- 153 Following-up new members
- 168 Arousing desire to join association membership
- 180 Prescribing exercise in physical examinations
- 244-2 Assigning duties to attendants and special help
- 271-1 Hearing reports from assistant directors and instructors
- 281-2 Building up among members respect for sub-committees and councils
- 298-5 Cultivating ideals in volunteer instructors and coaches
- 339 Announcing coming events
- 360 Governing budget expenditures
- 363 Studying condition of the budget
- 387-2 Providing athletic equipment
- 406-2 Supervising athletic equipment
- 451-2 Acting with other department secretaries
- 7-3 Enlisting volunteers for leadership of clubs
- 64 Discussing policy manual in staff conferences or committee meetings
- 65 Planning on basis of policy
- 270 Developing need of health education
- 73 Promoting the program
- 80-2 Organizing team games
- 92-3 Arranging committee organization for individual competition
- 115-1 Assigning responsibility for mass games
- 126-8 Stressing character-building through health education
- 166 Meeting non-members
- 249-1 Supervising assistant directors and instructors
- 275-2 Assisting in preparing policy of sub-committees and councils
- 280-2 Providing keymen to enlist sub-committees and councils
- 284-2 Interviewing sub-committees and councils
- 292-2 Training sub-committees and councils
- 302-1 Attending department committee meetings
- 438 Opening and reading mail
- 450-3 Respecting other Y.M.C.A. state and national secretaries

LOWEST 10 PER CENT—IMPORTANCE

- 33-3 Keeping records on clubs
- 33-4 Keeping records on other groupings
- 136-6 Assisting at social events
- 205-3 Organizing athletic leagues in social welfare organizations
- 218-3 Teaching first-aid classes in social welfare organizations
- 225-1 Distributing printed matter in schools
- 242-3 Considering possibilities of future training when hiring office force
- 383 Making out business documents
- 404-5 Replacing outdoor equipment with new
- 27-4 Recording attendance of other groupings

- 221-1 Giving vocational guidance in schools
- 221-2 Giving vocational guidance in churches and Sunday schools
- 226-3 Conducting activities for women and girls in social welfare organizations
- 248-3 Considering preferences of office force in scheduling duties
- 257-3 Determining ultimate responsibility over office force
- 276-1 Appointing department committee
- 295-4 Bringing in outside authorities to lecture to special volunteers
- 25-4 Preparing equipment and supplies for other groupings
- 125-8 Co-ordinating health education with awards
- 135-2 Officiating at organized team games
- 136-1 Assisting in mass games
- 33-2 Keeping records on teams
- 125-5 Co-ordinating exhibitions with awards
- 271-3 Hearing reports from office force
- 45-4 Giving awards to other groupings
- 134-4 Engaging in individual exercise
- 135-6 Officiating at social events
- 462-3 Urging other Y.M.C.A. state and national secretaries to join gymnasium classes
- 45-3 Giving awards to clubs
- 128-3 Printing and selling tickets for individual competitive activities
- 132-2 Practicing organized team games
- 227-1 Promoting program activities in schools
- 206-1 Scheduling athletic events in schools
- 219-6 Teaching classes in town and county
- 221-3 Giving vocational guidance in social welfare organizations
- 226-5 Conducting activities for women and girls in municipal and civic enterprises
- 226-2 Conducting activities for women and girls in churches and Sunday schools
- 132-6 Practicing for social events
- 134-7 Engaging in religious programs
- 218-2 Teaching first-aid classes in churches and Sunday schools
- 219-3 Teaching classes in social welfare organizations
- 226-4 Conducting activities for women and girls in industries and occupational groups
- 254-4 Settling grievances of janitors and engineers
- 397-4 Repairing supplies
- 402-1 Painting building rooms and parts
- 20-3 Coaching clubs
- 24-4 Conducting activities of other groupings
- 101-6 Coaching social events
- 162 Taking records of new members
- 221-5 Giving vocational guidance in municipal and civic enterprises
- 233-1 Using newspaper publicity for schools
- 248-4 Considering preferences of janitors and engineers in scheduling duties
- 393-5 Ordering outdoor equipment
- 135-5 Officiating at exhibitions
- 398-3 Renovating general equipment

- 134-1 Playing in mass games
- 214-1 Arranging tournaments in schools
- 254-3 Settling grievances of office force
- 267-3 Referring office force to books, organizations, authorities
- 268-3 Conducting meetings of office force
- 386 Making out department pay-roll
- 392-5 Purchasing outdoor equipment
- 469 Acting as team captain in campaigns
- 135-4 Officiating at individual exercises
- 403-5 Keeping outdoor equipment clean and neat
- 207-1 Setting-up league rules in schools
- 239-4 Selecting janitors and engineers
- 128-6 Printing and selling tickets for social events
- 235-1 Supervising recreation in schools
- 456-2 Deciding tenure of office with other department secretaries
- 134-3 Playing in individual competitive activities
- 136-3 Assisting in individual competitive activities
- 136-5 Assisting in exhibitions
- 242-4 Considering possibilities of future training when hiring janitors and engineers
- 269-3 Considering policy with office force
- 402-2 Painting athletic equipment
- 20-2 Coaching teams
- 133-2 Developing a specialty of organized team games
- 204-1 Organizing program activities in schools
- 217-6 Conducting classes in physical therapy in town and county
- 382 Keeping accounts, office books, etc.
- 133-6 Developing a specialty of social events
- 134-5 Playing in exhibitions
- 265-3 Constructing manual of operations for office force
- 390-4 Laying out supplies
- 400-5 Mowing outdoor equipment
- 37-1 Financing classes
- 128-1 Printing and selling tickets for mass games
- 217-4 Conducting classes in physical therapy for industries and occupational groups
- 398-4 Renovating supplies
- 414-4 Overseeing lighting of supplies
- 37-3 Financing clubs
- 133-5 Developing a specialty of exhibitions
- 265-4 Constructing manual of operations for janitors and engineers
- 399-5 Rolling outdoor equipment (athletic fields, etc.)
- 218-1 Teaching first-aid classes in schools
- 394-2 Selling athletic equipment
- 405-1 Managing laundering of building rooms and parts
- 134-6 Engaging in social events
- 272-3 Recording attendance at meetings of office force
- 488 Serving in lobby

- 219-5 Teaching classes in municipal and civic enterprises
- 258-3 Authorizing pay of office force
- 268-4 Conducting meetings of janitors and engineers
- 269-4 Considering policy with janitors and engineers
- 391-4 Designing supplies
- 398-5 Renovating outdoor equipment
- 402-3 Painting general equipment
- 472 Collecting subscriptions in campaigns
- 125-6 Co-ordinating social events with awards
- 128-4 Printing and selling tickets for individual exercises
- 217-1 Conducting classes in physical therapy in schools
- 385 Preparing books for audit
- 20-4 Coaching other groupings
- 38-2 Granting extra privileges to members of teams
- 205-1 Organizing athletic leagues in schools
- 255-4 Allowing grievances to be settled among janitors and engineers
- 267-4 Referring janitors and engineers to books, organizations, authorities
- 394-1 Selling building rooms and parts
- 489 Working at reception desk
- 161 Assigning lockers to new members
- 211-1 Conducting program activities in schools
- 401-5 Lining outdoor equipment (tennis courts, etc.)
- 258-4 Authorizing pay of janitors and engineers
- 240-3 Hiring office force
- 136-2 Assisting in organized team games
- 340 Soliciting trophies
- 134-2 Playing in organized team games
- 240-4 Hiring janitors and engineers
- 255-3 Allowing grievances to be settled among office force
- 125-7 Co-ordinating religious program with awards
- 38-1 Granting extra privileges to members of classes
- 380 Giving reduction to volunteers
- 405-2 Managing laundering of athletic equipment
- 217-2 Conducting classes in physical therapy in churches and Sunday schools
- 394-3 Selling general equipment
- 128-8 Printing and selling tickets for health programs
- 226-1 Conducting activities for women and girls in schools
- 272-4 Recording attendance at meetings of janitors and engineers
- 401-1 Lining building rooms and parts (gymnasium, etc.)
- 402-5 Painting outdoor equipment
- 217-3 Conducting classes in physical therapy in social welfare organizations
- 38-4 Granting extra privileges to members of other groupings
- 219-1 Teaching classes in schools
- 136-4 Assisting in individual exercises
- 266-3 Conducting training courses for office force
- 38-3 Granting extra privileges to members of clubs
- 128-7 Printing and selling tickets for religious programs
- 394-5 Selling outdoor equipment

- 217-5 Conducting classes in physical therapy for municipal and civic enterprises
- 163 Issuing uniforms to new members
- 266-4 Conducting training courses for janitors and engineers
- 402-4 Painting supplies
- 388-3 Advising on construction of general equipment
- 405-5 Managing laundering of outdoor equipment
- 405-3 Managing laundering of general equipment
- 490 Doing janitor's work

TABLE E

THE 10 PER CENT OF ACTIVITIES FOR WHICH SCHOOL TRAINING IS MOST ESSENTIAL AND THE 10 PER CENT FOR WHICH IT IS LEAST ESSENTIAL, AS RATED BY PHYSICAL DIRECTORS

(See explanation Table B)

HIGHEST 10 PER CENT—SCHOOL TRAINING

179	Diagnosing individual weaknesses
178	Giving physical examinations
294-3	Teaching principles and methods of pedagogy to leaders' clubs
176	Conducting physical examinations
293-3	Teaching theory of physical education to leaders' clubs
180	Prescribing exercise
102-1	Teaching mass games
273-3	Organizing leaders' clubs
193	Counseling about therapeutic exercises
315	Studying and applying principles of advertising to publicity work
388-1	Advising on construction of building rooms and parts
19-1	Leading classes
30-1	Training leaders of classes
46	Organizing the program
80-1	Organizing mass games
18-1	Conducting classes
102-2	Teaching organized team games
102-3	Teaching individual competitive activities
177	Conducting compulsory physical examinations
1-3	Organizing clubs
20-2	Coaching teams
181	Correcting posture
273-1	Organizing department committees
522	Conducting research
523	Studying the community
524	Studying and investigating professional problems
30-2	Training leaders of teams
82-8	Deciding objectives of health education
102-4	Teaching individual exercises
102-8	Teaching health education
274-1	Preparing policy for department committees
203	Conducting a massage department
292-3	Training leaders' clubs
293-2	Teaching theory of physical education to sub-committees and councils
294-2	Teaching principles and methods of pedagogy to sub-committees and councils
1-1	Organizing classes
47	Deciding general objectives of program
293-5	Teaching theory of physical education to volunteer instructors and coaches

- 293-1 Teaching theory of physical education, to department committees
- 81-2 Deciding policy of organized team games
- 82-2 Deciding objectives of organized team games
- 230-2 Giving talks on health and exercise to churches and Sunday schools
- 273-2 Organizing sub-committees and councils
- 292-1 Training department committees
- 39-1 Promoting classes
- 80-4 Organizing individual exercises
- 80-7 Organizing religious program
- 81-7 Deciding policy of religious program
- 101-1 Coaching mass games
- 294-5 Teaching principles and methods of pedagogy to volunteer instructors and coaches
- 30-3 Training leaders of clubs
- 48 Writing policy manual
- 77 Stressing character building aspects of physical education
- 82-1 Deciding objectives of mass games
- 101-3 Coaching individual competitive activities
- 274-3 Preparing policy for leaders' clubs
- 80-3 Organizing individual competitive activities
- 81-3 Deciding policy of individual competitive activities
- 82-4 Deciding objectives of individual exercise
- 82-7 Deciding objectives of religious program
- 101-2 Coaching organized team games
- 72 Making use of character-building values in activities
- 477 Conducting camp
- 40-1 Advertising classes
- 81-1 Deciding policy of mass games
- 102-5 Teaching exhibitions
- 103-3 Officiating in individual competitive activities
- 332 Giving public speeches and addresses
- 444 Studying technique of letter writing
- 496 Writing articles, manuals, etc.
- 80-8 Organizing health education
- 183 Referring to sources of information in giving physical examinations
- 194 Arranging a program of activities for members
- 204-2 Organizing program activities in churches and Sunday schools
- 217-5 Conducting classes in physical therapy in municipal and civic enterprises
- 274-2 Preparing policy for sub-committees and councils
- 352 Arranging the budget
- 358 Administering the budget
- 4-1 Determining objective of classes
- 63 Conducting the program
- 76 Stressing health-building aspects of physical education
- 324 Writing manuals or syllabi
- 501 Preparing a thesis
- 526 Conducting independent research
- 1-4 Organizing other groupings

- 20-1 Coaching classes
- 39-3 Promoting clubs
- 81-4 Deciding policy of individual exercises
- 186 Giving efficiency tests
- 388-5 Advising on construction of outdoor equipment
- 30-4 Training leaders of other groupings
- 70 Developing need of health education
- 100-8 Conducting health programs
- 102-7 Teaching in a religious program
- 187 Supervising physical examinations
- 323 Writing professional articles
- 354 Planning the budget
- 18-2 Conducting teams
- 28-1 Supervising classes
- 39-2 Promoting teams
- 210-2 Discovering need and desire for program in churches and Sunday schools
- 218-1 Teaching first-aid classes in schools
- 1-2 Organizing teams
- 81-8 Deciding policy of health education
- 83-8 Setting-up health program
- 101-4 Coaching individual exercises
- 204-4 Organizing program activities in industries and occupational groups
- 223-1 Holding health campaigns in schools
- 224-4 Giving addresses to industries and occupational groups
- 313 Establishing policy for publicity
- 387-1 Providing building rooms and parts
- 210-4 Discovering need and desire for program in industries and occupational groups
- 294-1 Teaching principles and methods of pedagogy to department committees
- 388-3 Advising on construction of general equipment
- 104-8 Preparing work for health education
- 127-2 Teaching values of organized team games
- 218-4 Teaching first-aid classes in industries and occupational groups
- 297-3 Preparing teaching materials for leaders' clubs
- 390-5 Laying out outdoor equipment
- 19-3 Leading clubs
- 126-2 Stressing character-building through organized team games
- 217-1 Conducting classes in physical therapy in schools
- 322 Studying journalism
- 18-3 Conducting clubs
- 80-5 Organizing exhibitions
- 82-3 Deciding objectives of individual competitive activities
- 126-1 Stressing character building through mass games
- 182 Discussing problems with candidates during physical examinations
- 224-2 Giving addresses in churches and Sunday schools
- 297-5 Preparing teaching materials for volunteer instructors and coaches
- 390-1 Laying out building rooms and parts
- 20-3 Coaching clubs

- 71 Using program to develop health
- 74 Making speeches to promote the program
- 81-5 Deciding policy of exhibitions
- 230-1 Giving talks on health and exercise to schools
- 230-4 Giving talks on health and exercise to industries and occupational groups
- 355 Making out the budget
- 4-2 Determining objective of teams
- 103-1 Officiating in mass games
- 103-2 Officiating in organized team games
- 105-8 Leading health programs
- 122-8 Promoting health education
- 210-6 Discovering need and desire for program in town and county
- 293-4 Teaching theory of physical education to special volunteers
- 389-1 Installing building rooms and parts
- 391-5 Designing outdoor equipment
- 7-1 Enlisting volunteers for leadership of classes
- 19-4 Leading other groupings
- 83-7 Setting up a religious program
- 126-7 Stressing character building through religious program
- 127-4 Teaching values of individual exercise
- 210-1 Discovering need and desire for program in schools
- 224-6 Giving addresses in town and county
- 273-5 Organizing volunteer instructors and coaches
- 391-1 Designing building rooms and parts
- 8-1 Arranging program for classes
- 40-2 Advertising teams
- 54 Harmonizing the program, giving proper emphasis to different activities
- 83-2 Setting-up organized team games
- 89-7 Planning a religious program
- 104-2 Preparing work for organized team games
- 141 Enlisting members for Christian service
- 217-4 Conducting classes in physical therapy in industries and occupational groups
- 266-1 Conducting training courses for assistant directors and instructors
- 294-4 Teaching principles and methods of pedagogy to special volunteers
- 325 Preparing material for publication
- 302-1 Attending meetings of department committees
- 359 Following best business procedure in administering the budget
- 528 Analyzing self as to training, traits, etc.

LOWEST 10 PER CENT—SCHOOL TRAINING

- 27-4 Recording attendance of other groupings
- 33-4 Keeping records on other groupings
- 94-5 Scheduling hour for exhibitions
- 98-7 Arranging dates for religious programs
- 128-6 Printing and selling tickets for social events
- 128-7 Printing and selling tickets for religious programs
- 134-5 Taking part in exhibitions

- 234-4 Participating in program activities in industries and occupational groups
- 249-4 Supervising janitors and engineers
- 250-4 Following up operations of janitors and engineers
- 286-5 Visiting volunteer instructors and coaches
- 304-3 Checking attendance at meetings of leaders' clubs
- 433-2 Making records available
- 462-3 Urging other Y.M.C.A. state and national secretaries to join gym classes
- 487 Substituting for other secretaries at co-operative activities
- 17-3 Arranging for meetings of clubs
- 35-4 Attending meetings of other groupings
- 38-4 Granting extra privileges to members of other groupings
- 45-4 Giving awards to other groupings
- 128-4 Printing and selling tickets for individual exercises
- 131-2 Attending organized team games
- 253-3 Supervising service of office force
- 256-4 Clearing on responsibility of janitors and engineers
- 266-4 Conducting training courses for janitors and engineers
- 272-1 Recording attendance at meetings of assistant directors and instructors
- 405-5 Managing laundering of outdoor equipment
- 95-3 Arranging special hours for individual competitive activities
- 131-1 Attending mass games
- 131-3 Attending individual competitive activities
- 237-1 Attending meetings of schools
- 240-3 Hiring the office force
- 258-2 Authorizing pay of attendants and special help
- 291-2 Inspecting sub-committees and councils
- 291-5 Inspecting volunteer instructors and coaches
- 302-2 Attending meetings of sub-committees and councils
- 303-4 Being prompt in opening and closing meetings of special volunteers
- 339 Announcing coming events by use of the bulletin board
- 408-4 Checking details of supplies
- 464-2 Attending staff or cabinet meetings with other department secretaries
- 470 Attending campaign meetings
- 95-2 Arranging special hours for organized team games
- 99-6 Securing place for social events
- 136-3 Assisting in individual competitive activities
- 252-3 Inspecting work of the office force
- 259-4 Maintaining morale of janitors and engineers
- 335 Arranging pictures
- 435-2 Sending out records
- 95-5 Arranging special hours for exhibitions
- 98-3 Arranging dates for individual competitive activities
- 98-6 Arranging dates for social events
- 125-5 Co-ordinating exhibitions with awards
- 172 Setting time for physical examinations
- 236-5 Serving on committees in municipal and civic enterprises
- 249-3 Supervising the office force
- 262-4 Giving advice to janitors and engineers

- 272-2 Recording attendance at meetings of attendants and special help
- 334 Collecting pictures
- 336 Taking pictures of activities, champions, teams, etc.
- 343 Preparing awards
- 17-4 Arranging for meetings of other groupings
- 98-4 Arranging dates for individual exercises
- 98-5 Arranging dates for exhibitions
- 99-5 Securing place for exhibitions
- 128-3 Printing and selling tickets for individual competitive activities
- 136-5 Assisting in exhibitions
- 234-5 Participating in program activities in municipal and civic enterprises
- 237-2 Attending meetings of churches and Sunday schools
- 240-4 Hiring janitors and engineers
- 250-3 Following up operations of office force
- 259-3 Maintaining morale of office force
- 286-1 Visiting department committees
- 286-3 Visiting leaders' clubs
- 291-1 Inspecting department committees
- 340 Soliciting trophies
- 398-4 Renovating supplies
- 437 Making and answering telephone calls
- 486 Assisting at co-operative activities
- 237-3 Attending meetings of social welfare organizations
- 237-6 Attending meetings of town and county organizations
- 255-2 Allowing grievances to be settled among attendants and special help
- 256-3 Clearing on responsibility of office force
- 291-4 Inspecting special volunteers
- 302-5 Attending meetings of volunteer instructors and coaches
- 446-1 Announcing activities for the general secretary
- 447-2 Sending and receiving written notices from other department secretaries
- 45-3 Giving awards to clubs
- 262-3 Giving advice to the office force
- 271-2 Hearing reports from attendants and special help
- 286-2 Visiting sub-committees and councils
- 302-3 Attending meetings of leaders' clubs
- 415-4 Overseeing janitorial service of supplies
- 484 Participating in co-operative activities
- 99-7 Securing place for religious programs
- 154 Introducing new members
- 158 Visiting new members
- 222-1 Loaning equipment and facilities to schools
- 225-1 Distributing printed matter to schools
- 253-4 Supervising service of janitors and engineers
- 254-4 Settling grievances of janitors and engineers
- 438 Opening and reading mail
- 38-3 Granting extra privileges to members of clubs
- 161 Assigning lockers to new members
- 222-2 Loaning equipment and facilities to churches and Sunday schools

- 252-4 Inspecting work of janitors and engineers
- 260-3 Interviewing the office force
- 269-4 Considering policy with janitors and engineers
- 304-1 Checking attendance at meetings of department committees
- 304-5 Checking attendance at meetings of volunteer instructors and coaches
- 328 Filing articles in record book
- 344 Selecting medals, prizes, etc.
- 38-1 Granting extra privileges to members of classes
- 225-2 Distributing printed matter to churches and Sunday schools
- 267-3 Referring office force to books, organizations, authorities
- 267-4 Referring janitors and engineers to books, organizations, authorities
- 327 Clipping articles
- 341 Purchasing prizes
- 98-2 Arranging dates for organized team games
- 99-4 Securing place for individual exercises
- 225-4 Distributing printed matter to industries and occupational groups
- 248-3 Considering preferences of office force in scheduling duties
- 254-3 Settling grievances of the office force
- 268-4 Conducting meetings of janitors and engineers
- 269-3 Considering policy with the office force
- 436-2 Publishing records
- 270-4 Talking over plans with janitors and engineers
- 485 Attending co-operative activities
- 490 Doing janitor's work
- 8-4 Arranging program for other groupings
- 99-2 Securing place for organized team games
- 222-6 Loaning equipment and facilities to town and county groups
- 286-4 Visiting special volunteers
- 402-4 Painting supplies
- 222-5 Loaning equipment and facilities to municipal and civic enterprises
- 225-5 Distributing printed matter to municipal and civic enterprises
- 225-6 Distributing printed matter to town and county groups
- 260-4 Interviewing janitors and engineers
- 270-3 Talking over plans with the office force
- 302-4 Attending meetings of special volunteers
- 136-2 Assisting in organized team games
- 237-4 Attending meetings of industries and occupational groups
- 222-4 Loaning equipment and facilities to industries and occupational groups
- 258-3 Authorizing pay of office force
- 268-3 Conducting meetings of the office force
- 271-4 Hearing reports from janitors and engineers
- 304-2 Checking attendance at meetings of sub-committees and councils
- 346 Keeping permanent trophies
- 422-3 Studying forms
- 425-3 Analyzing forms
- 35-2 Attending meetings of teams
- 237-5 Attending meetings of municipal and civic enterprises
- 157 Showing new members through the building

- 258-4 Authorizing pay of janitors and engineers
- 345 Exhibiting trophies
- 163 Issuing uniforms to new members
- 248-4 Considering preferences of janitors and engineers in scheduling duties
- 271-3 Hearing reports from the office force
- 225-3 Distributing printed matter to social welfare organizations
- 272-4 Recording attendance at meetings of janitors and engineers
- 304-4 Checking attendance at meetings of special volunteers
- 266-3 Conducting training courses for the office force
- 127-7 Teaching values of religious programs
- 222-3 Loaning equipment and facilities to social welfare organizations
- 255-3 Allowing grievances to be settled among the office force
- 255-4 Allowing grievances to be settled among janitors and engineers
- 272-3 Recording attendance at meetings of the office force

TABLE F

THE 10 PER CENT OF ACTIVITIES HAVING THE HIGHEST COMPOSITE SCORES AND THE 10 PER CENT HAVING THE LOWEST COMPOSITE SCORES, AS RATED BY PHYSICAL DIRECTORS

(See explanation Table B)

HIGHEST 10 PER CENT—COMPOSITE SCORE

30-1	Training leaders of classes
180	Prescribing exercise
72	Making use of character-building values in activities
179	Diagnosing individual weaknesses
292-3	Training leaders' clubs
47	Deciding general objective of the program
77	Stressing character-building aspects of physical education
528	Analyzing self as to training, traits, etc.
39-1	Promoting classes
181	Correcting posture
30-2	Training leaders of teams
126-2	Stressing character-building through organized team games
141	Enlisting members for Christian service
48	Writing a policy manual
293-3	Teaching theory of physical education to leaders' clubs
71	Using program to develop health
524	Studying and investigating professional problems
76	Stressing health-building aspects of physical education
126-1	Stressing character-building through mass games
294-3	Teaching principles and methods of pedagogy to leaders' clubs
73	Promoting the program
312	Giving time and attention to publicity
358	Administering the budget
7-1	Enlisting volunteers for leadership of classes
359	Following best business procedure in administering the budget
80-1	Organizing mass games
102-1	Teaching mass games
413-1	Overseeing sanitation of building rooms and parts
54	Harmonizing the program, giving proper emphasis to different activities
523	Studying the community
182	Discussing problems with candidates during physical examinations
30-3	Training leaders of clubs
127-2	Teaching values of organized team games
527	Apportioning time to various activities (personal)
18-1	Conducting classes
412-1	Overseeing ventilation of building rooms and parts
126-3	Stressing character-building through individual competition
314	Stimulating program through publicity
406-1	Supervising building rooms and parts

- 122-1 Promoting mass games
- 70 Developing need of health education
- 147 Enlisting enthusiasm and service of members
- 193 Counseling about therapeutic exercises
- 40-1 Advertising classes
- 114-2 Supervising organized team games
- 292-1 Training department committees
- 416-1 Preparing reports
- 43-1 Creating enthusiasm in and for classes
- 19-1 Leading classes
- 31-1 Supervising leaders of classes
- 139 Giving advice to members
- 183 Referring to sources of information in conducting physical examinations
- 28-1 Supervising classes
- 178 Giving physical examinations
- 441 Keeping correspondence up to date
- 39-2 Promoting teams
- 122-2 Promoting organized team games
- 251-1 Coaching assistant directors and instructors
- 194 Arranging a program of activities for members
- 264-1 Teaching methods of work to assistant directors and instructors
- 273-3 Organizing leaders' clubs
- 299-3 Inspiring leaders' clubs for further service
- 63 Conducting the program
- 123-7 Arousing interest in religious program
- 127-4 Teaching values of individual exercise
- 167 Courting interest in Association work
- 360 Governing expenditures in administering the budget
- 7-2 Enlisting volunteers for leadership of teams
- 102-4 Teaching individual exercises
- 315 Studying and applying principles of advertising to publicity work
- 75 Interviewing citizens to promote the program
- 46 Organizing the program
- 104-8 Preparing work for health education
- 127-1 Teaching values of mass games
- 492 Reading technical materials on principles of physical education, etc.
- 55 Balancing program to community needs
- 496 Writing articles, manuals, etc.
- 80-4 Organizing individual exercises
- 318 Preparing articles and stories for publicity
- 414-1 Overseeing lighting of building rooms and parts
- 298-3 Cultivating ideals in leaders' clubs
- 68 Testing value of policy in actual conduct of program
- 102-2 Teaching organized team games
- 449-1 Maintaining relations with general secretary
- 122-3 Promoting individual competition
- 299-2 Inspiring sub-committees and councils for further service
- 104-7 Preparing work for religious program

- 159 Assimilating new members
- 294-5 Teaching principles and methods of pedagogy to volunteer instructors and coaches
 - 82-2 Deciding objectives of organized team games
- 114-4 Supervising individual exercise
- 176 Conducting physical examinations
- 407-1 Being responsible for building rooms and parts
- 108-1 Maintaining interest in mass games
- 122-7 Promoting religious work
- 126-7 Stressing character building through religious program
- 140 Ascertaining interest of members
- 123-1 Arousing interest in mass games
- 168 Arousing desire in non-members to join the association
- 261-1 Counseling, advising and consulting with assistant directors and instructors
 - 30-4 Training leaders of other groupings
- 108-7 Maintaining interest in religious program
 - 74 Making speeches to promote the program
- 151 Counseling with members on sportsmanship
 - 1-1 Organizing classes
 - 7-3 Enlisting volunteers for leadership of clubs
- 100-2 Conducting organized team games
- 102-8 Teaching health education
- 114-1 Supervising mass games
- 293-5 Teaching theory of physical education to volunteer instructors and coaches
- 126-4 Stressing character-building through individual exercise
- 144 Building friendships with members
- 283-3 Supervising leaders' clubs
- 102-3 Teaching individual competitive activities
- 177 Conducting compulsory physical examinations
 - 81-2 Deciding policy of organized team games
- 123-2 Arousing interest in organized team games
- 126-8 Stressing character-building through health education
- 299-1 Inspiring department committees for further service
 - 36-2 Disciplining teams
 - 43-2 Creating enthusiasm in and for teams
- 105-7 Leading religious program
- 123-8 Arousing interest in health education
- 124-2 Securing publicity for organized team games
- 263-1 Training assistant directors and instructors
- 273-1 Organizing department committees
- 415-1 Overseeing janitorial service of building rooms and parts
- 494 Preparing for grading
- 122-8 Promoting health education
- 425-1 Analyzing reports
 - 8-1 Arranging program for classes
- 108-4 Maintaining interest in individual exercise
- 108-8 Maintaining interest in health education

- 411-1 Putting building rooms and parts to use
- 26-1 Building up courteous relations between classes
- 89-7 Planning religious program
- 100-1 Conducting mass games
- 138 Interviewing members
- 439 Dictating letters
- 317 Advertising results of program activities
- 449-2 Maintaining relations with other department secretaries
- 4-1 Determining objective of classes
- 52 Discussing and forming plans for program
- 123-4 Arousing interest in individual exercise
- 26-2 Building up courteous relations between teams
- 406-2 Supervising athletic equipment
- 409-1 Inspecting building rooms and parts
- 410-1 Keeping building rooms and parts up to date
- 40-2 Advertising teams
- 67 Considering effectiveness of completed operations
- 102-7 Teaching religious program
- 122-4 Promoting individual exercise
- 152 Following-up interests of members
- 153 Following-up new members
- 273-2 Organizing sub-committees and councils
- 78 Using membership interest to promote program
- 114-3 Supervising individual competition
- 116-1 Overseeing efficiency of mass games
- 169 Establishing contacts with new members
- 1-2 Organizing teams
- 31-2 Supervising leaders of teams
- 124-1 Securing publicity for mass games
- 530 Consulting experts for advice
- 82-1 Deciding objectives of mass games
- 49 Encouraging volunteer work on policy development
- 81-3 Deciding policy of individual competition
- 83-2 Setting-up organized team games
- 116-3 Overseeing efficiency of individual competition
- 292-2 Training sub-committees and councils
- 297-3 Preparing teaching materials for leaders' clubs
- 82-8 Deciding objectives of health education
- 491 Obtaining reading material

LOWEST 10 PER CENT—COMPOSITE SCORE

- 125-8 Co-ordinating health education with awards
- 226-6 Conducting activities for women and girls in town and county
- 343 Preparing awards
- 234-3 Participating in program activities in social welfare organizations
- 295-4 Bringing in outside authorities to lecture to special volunteers
- 414-5 Overseeing lighting of outdoor equipment
- 134-7 Taking part in religious program

- 233-6 Using newspaper publicity for town and county work
- 385 Preparing books for audit
- 38-1 Granting extra privileges to members of classes
- 229-3 Exchanging ideas with physical directors of social welfare organizations
- 234-1 Participating in program activities in schools
- 237-1 Attending meetings of schools
- 238-3 Organizing the office force
- 205-3 Organizing athletic leagues in social welfare organizations
- 207-1 Setting-up league rules for schools
- 259-4 Maintaining morale of janitors and engineers
- 128-5 Printing and selling tickets for exhibitions
- 251-3 Coaching the office force
- 217-2 Conducting classes in physical therapy in churches and Sunday schools
- 270-4 Talking over plans with janitors and engineers
- 456-3 Deciding tenure of office with other Y.M.C.A. state and national secretaries
- 135-5 Officiating at exhibitions
- 249-3 Supervising the office force
- 207-3 Setting up league rules for social welfare organizations
- 226-5 Conducting activities for women and girls in municipal and civic enterprises
- 233-5 Using newspaper publicity for program activities in municipal and civic enterprises
- 256-3 Clearing on responsibility over office force
- 37-3 Financing clubs
- 133-5 Developing a specialty of exhibitions
- 211-1 Conducting program activities in schools
- 239-3 Selecting the office force
- 415-4 Overseeing janitorial service of supplies
- 488 Serving in lobby
- 241-4 Approving selection of janitors and engineers
- 304-4 Checking attendance at meetings of special volunteers
- 128-1 Printing and selling tickets for mass games
- 214-1 Arranging tournaments for schools
- 225-2 Distributing printed matter to churches and Sunday schools
- 237-5 Attending meetings of municipal and civic enterprises
- 136-6 Assisting at social events
- 229-4 Exchanging ideas with physical directors of industries and occupational groups
- 243-3 Scheduling duties of the office force
- 327 Clipping articles
- 436-2 Publishing records
- 456-2 Deciding tenure of office with other department secretaries
- 133-6 Developing a specialty of social events
- 241-3 Approving selection of the office force
- 234-6 Participating in town and county program activities
- 259-3 Maintaining morale of the office force
- 263-4 Training janitors and engineers

- 125-5 Co-ordinating exhibitions with awards
- 125-6 Co-ordinating social events with awards
- 222-5 Loaning equipment and facilities to municipal and civic enterprises
- 391-4 Designing supplies
- 128-6 Printing and selling tickets for social events
- 222-6 Loaning equipment and facilities to town and county groups
- 270-3 Talking over plans with the office force
- 402-1 Painting building rooms and parts
- 206-1 Scheduling athletic events in schools
- 219-1 Teaching classes in schools
- 219-5 Teaching classes in municipal and civic enterprises
- 392-5 Purchasing outdoor equipment
- 205-1 Organizing athletic leagues in schools
- 214-3 Arranging tournaments for social welfare organizations
- 229-6 Exchanging ideas with physical directors of town and county
- 404-5 Replacing with new outdoor equipment
- 38-3 Granting extra privileges to members of clubs
- 394-2 Selling athletic equipment
- 206-3 Scheduling athletic events for social welfare organizations
- 257-4 Determining ultimate responsibility over janitors and engineers
- 403-5 Keeping outdoor equipment clean and neat
- 405-1 Managing laundering of building rooms and parts
- 45-3 Giving awards to clubs
- 235-1 Supervising recreation in schools
- 238-4 Organizing janitors and engineers
- 394-1 Selling building rooms and parts
- 128-3 Printing and selling tickets for individual competitive activities
- 134-2 Playing organized team games
- 134-6 Taking part in social events
- 234-5 Participating in program activities in municipal and civic enterprises
- 136-2 Assisting in organized team games
- 254-4 Settling grievances of janitors and engineers
- 263-3 Training the office force
- 340 Soliciting trophies
- 489 Working at reception desk
- 45-4 Giving awards to other groupings
- 161 Assigning lockers to new members
- 233-3 Using newspaper publicity for social welfare organizations
- 237-6 Attending meetings of town and county groups
- 239-4 Selecting janitors and engineers
- 260-3 Interviewing the office force
- 414-4 Overseeing lighting of supplies
- 226-1 Conducting activities for women and girls in schools
- 125-7 Co-ordinating religious program with awards
- 233-1 Using newspaper publicity for schools
- 402-3 Painting general equipment
- 242-3 Considering possibilities of future training when hiring the office force
- 136-3 Assisting in individual competitive activities

- 265-3 Constructing manual of operations for the office force
- 390-4 Laying out supplies
- 257-3 Determining ultimate responsibility over the office force
- 136-4 Assisting in individual exercises
- 398-5 Renovating outdoor equipment
- 248-3 Considering preferences of the office force in scheduling duties
- 393-5 Ordering outdoor equipment
- 134-5 Taking part in exhibitions
- 136-5 Assisting in exhibitions
- 399-5 Rolling outdoor equipment (athletic fields, etc.)
- 462-3 Urging other Y.M.C.A. state and national secretaries to join gym classes
- 225-6 Distributing printed matter in town and county
- 405-2 Managing laundering of athletic equipment
- 225-1 Distributing printed matter to schools
- 380 Giving reduction to volunteers
- 225-5 Distributing printed matter to municipal and civic enterprises
- 38-4 Granting extra privileges to members of other groupings
- 397-4 Repairing supplies
- 400-5 Mowing outdoor equipment (athletic fields, etc.)
- 128-8 Printing and selling tickets for health programs
- 242-4 Considering possibilities of future training when hiring janitors and engineers
- 265-4 Constructing manual of operations for janitors and engineers
- 254-3 Settling grievances of the office force
- 225-3 Distributing printed matter to social welfare organizations
- 248-4 Considering preferences of janitors and engineers in scheduling duties
- 222-1 Loaning equipment and facilities to schools
- 401-5 Lining outdoor equipment (tennis courts, etc.)
- 402-2 Painting athletic equipment
- 271-3 Hearing reports from the office force
- 267-3 Referring the office force to books, organizations, authorities
- 128-4 Printing and selling tickets for individual exercises
- 394-3 Selling general equipment
- 398-4 Renovating supplies
- 240-3 Hiring the office force
- 128-7 Printing and selling tickets for religious programs
- 271-4 Hearing reports from janitors and engineers
- 269-3 Considering policy with the office force
- 267-4 Referring janitors and engineers to books, organizations, authorities
- 401-1 Lining building rooms and parts (gymnasium, etc.)
- 240-4 Hiring janitors and engineers
- 255-4 Allowing grievances to be settled among janitors and engineers
- 269-4 Considering policy with janitors and engineers
- 402-5 Painting outdoor equipment
- 268-4 Conducting meetings of janitors and engineers
- 394-5 Selling outdoor equipment
- 258-3 Authorizing pay of the office force
- 405-3 Managing laundering of general equipment

- 255-3 Allowing grievances to be settled among the office force
- 266-3 Conducting training courses for the office force
- 268-3 Conducting meetings of the office force
- 266-4 Conducting training courses for janitors and engineers
- 272-3 Recording attendance at meetings of the office force
- 258-4 Authorizing pay of janitors and engineers
- 163 Issuing uniforms to new members
- 490 Doing janitor's work
- 272-4 Recording attendance at meetings of janitors and engineers
- 405-5 Managing laundering of outdoor equipment
- 402-4 Painting supplies

TABLE G

MASTER LIST OF ACTIVITIES OF PHYSICAL DIRECTORS
IN THE YOUNG MEN'S CHRISTIAN ASSOCIATIONS
WITH DECILE RANKS, AS RATED BY PHYSICAL
DIRECTORS

Table G is the master list of all the activities of the physical directors as secured in this study together with a ranking of each activity on certain criteria based on ratings by representative physical directors. The activities in the table are in the form in which they were sent to the physical directors for rating.

Each activity in Table G is given a number at the left for purposes of identification and reference. At the right are five columns with numbers in each. The number indicates the decile range in which the activity lies in relation to all the activities in the master list on the criterion of that column. Decile 10 is highest, meaning that all activities so ranked are in the highest 10 per cent; decile 1, lowest. Read thus: Activity number 1, "Organizing membership groups" (classes), is in decile 7 for F (frequency), decile 7 for D (difficulty of learning), decile 10 for I (importance), decile 10 for S (training in school rather than incident to the job), and decile 10 for C (composite of the ratings on the four criteria). Other activities, such as "organizing teams," "organizing clubs," etc., are read in the same way.

CONTENTS

The outline below contains the headings under which the activities of the physical director appear in the master list, Table G, which follows. The division numbers and sub-designations correspond with designations of headings in the table.

PHYSICAL DIRECTOR'S ACTIVITIES

CONCERNED WITH

DIVISION I. PROGRAM

- A. Membership groupings
 - 1. Classes
 - 2. Teams
 - 3. Clubs
 - 4. Other groupings

- B. Program work
 - 1. Program policy
 - 2. Program activities

- C. Individual work
 - 1. Contacts with members
 - 2. Physical examinations

D. Community work

- 1. Schools
- 2. Church and Sunday schools
- 3. Social welfare organizations
- 4. Industries and occupational groups
- 5. Municipal and civic enterprises
- 6. Town and county¹

DIVISION II. DEPARTMENT ORGANIZATION

- A. Staff
 - 1. Assistant directors and instructors

¹County work includes country work.

2. Attendants and special help
3. Office force
4. Janitors and engineers

B. Volunteers

1. Department committee
2. Sub-committees and councils
3. Leaders' clubs
4. Special volunteers
5. Volunteer instructors and coaches

DIVISION III. PROMOTION

- A. Publicity
- B. Awards

DIVISION IV. ADMINISTRATION AND SUPERVISION

- A. Business management
 1. Budget
 2. Fees
 3. Purchase and sale
 4. Accounting

B. Maintenance

1. Building rooms and parts
2. Athletic equipment
3. General equipment
4. Supplies
5. Outdoor equipment

C. Documents

1. Reports
2. Records
3. Forms

D. Communications

DIVISION V. INTER-DEPARTMENT RELATIONSHIPS

A. Employed officers

1. General secretary
2. Other department secretaries
3. Other Y.M.C.A. state and National secretaries

B. General Association activities

1. Campaigns
2. Camp
3. Co-operative activities
4. Desk duty
5. Janitorial service.

DIVISION VI. PERSONAL AND PROFESSIONAL ADVANCEMENT

- A. Literature
- B. Professional training
- C. Conferences
- D. Organizations
- E. Research and projects

DIVISION I

ACTIVITIES CONCERNED WITH PROGRAM

(For instructions in reading the table, see p. 82.)

SUBDIVISION A. MEMBERSHIP GROUPINGS

1. Classes: *a*) Grouped by age, weight, or physical development (preps, junior boys, etc.)
b) Grouped by special interest (volley-ball class, wrestling class, swimming class, etc.)
c) Grouped for convenience (5:15 class, business men's class, etc.)
d) Grouped for therapeutic purposes (posture-development class, etc.)
2. Teams: *a*) Organized into leagues
b) Representing the association
3. Clubs: Dinner club, Hi-Y club, life-saving club, etc.
4. Other groupings: Group memberships, church, lodge, newsboys, orphans' home, etc.

Physical Director's Activities	1. Classes					2. Teams					3. Clubs					4. Other Groupings				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
1. ORGANIZING.....	7	7	10	10	10	7	5	10	10	10	4	8	8	10	9	4	8	7	10	8
2. Deciding membership of.....	5	5	5	7	5	6	5	4	6	5	4	5	3	9	5	3	4	2	6	3
3. Determining basis for division of.....	5	8	8	9	8	6	4	5	6	5	4	5	3	8	4	3	5	3	7	3
4. Determining objective of.....	6	9	8	10	10	6	7	8	10	9	4	8	5	9	7	3	7	4	9	5
5. Allowing to determine own objective.....	2	10	2	7	4	4	9	2	6	5	4	9	2	7	5	3	10	2	7	4
6. Securing instructor for.....	5	9	10	6	7	4	8	9	5	7	3	9	9	4	6	3	9	7	3	4
7. Enlisting volunteers for leadership.....	9	10	10	10	10	8	10	10	9	10	8	10	10	9	10	6	9	9	8	9
8. Arranging program for.....	9	6	8	10	10	7	4	5	8	6	6	9	5	9	8	5	6	4	1	3
9. Allowing to arrange own program.....	4	9	2	8	4	4	9	2	7	4	5	9	3	6	5	3	8	4	7	4
10. Organizing leagues of.....	7	1	5	7	5	7	3	6	6	6	4	6	2	6	3	3	6	5	4	3
11. Co-ordinating use of facilities by.....	8	4	6	6	8	8	6	6	5	7	7	6	7	4	6	6	5	6	4	5
12. Organizing into permanent groups or clubs.....	4	9	5	9	8	3	10	6	8	6	3	10	6	9	7	3	9	3	7	4
13. SCHEDULING.....	5	1	8	8	6	8	2	6	6	7	5	1	4	5	3	4	1	5	6	4
14. Planning schedule for.....	5	2	9	8	7	7	2	5	6	5	5	2	4	6	4	4	2	4	5	3
15. Adapting schedule to members of.....	7	5	8	7	7	7	5	5	5	6	6	4	4	4	4	5	4	4	5	4
16. Adapting schedule to facilities.....	6	5	8	6	7	3	7	5	6	7	3	6	2	4	6	3	5	3	4	4
17. Arranging for meetings of.....	7	4	6	2	5	5	4	5	2	3	7	2	3	1	3	4	3	2	1	2
18. CONDUCTING.....	10	3	9	10	10	9	2	3	10	8	7	6	3	10	8	3	5	4	9	5
19. Leading.....	10	2	7	10	10	7	8	2	9	7	7	7	2	10	7	5	4	2	10	5
20. Coaching.....	8	6	4	10	9	7	9	1	10	7	4	7	1	10	5	3	6	1	9	2
21. Meeting with.....	10	2	8	4	8	9	4	5	2	6	8	3	4	2	5	7	2	4	2	4
22. Lecturing to.....	7	6	4	9	7	6	8	3	9	7	6	8	3	9	7	4	8	3	9	5
23. Meeting new members of.....	10	2	9	4	9	9	1	7	3	7	8	1	7	2	5	8	2	4	4	5
24. Conducting activities of.....	10	4	5	9	9	8	5	3	8	7	6	10	2	8	7	5	4	1	7	3
25. Preparing equipment and supplies for.....	9	1	2	6	5	8	1	2	3	3	6	2	2	3	3	5	1	1	3	2
26. Building up courteous relations between.....	10	7	10	7	10	8	9	7	10	8	7	8	8	9	8	8	7	8	9	9
27. Recording attendance of.....	10	1	3	4	5	8	1	2	2	3	7	1	2	2	2	6	1	1	1	2
28. SUPERVISING.....	10	6	7	10	10	10	3	6	9	9	7	3	6	7	6	5	2	5	7	5
29. Delegating conduct of.....	10	5	6	8	9	9	7	5	7	8	7	7	6	6	7	6	7	5	6	6
30. Training leaders of.....	10	10	10	10	9	10	10	10	10	10	8	10	10	10	10	10	6	10	9	10
31. Supervising leaders of.....	10	8	9	9	10	9	8	7	8	10	8	8	7	7	9	7	8	6	6	7
32. Inspecting.....	10	3	5	5	7	9	3	3	4	6	7	3	4	7	6	6	4	4	4	4
33. Keeping records on.....	9	1	3	4	5	9	1	1	3	3	7	1	1	2	2	7	1	1	1	2
34. Writing reports on.....	8	2	4	5	6	8	2	2	3	7	2	2	3	3	7	4	2	2	3	3
35. Attending meetings of.....	9	2	5	3	6	8	2	4	1	4	7	1	4	2	4	5	3	4	1	3
36. Disciplining (creating, explaining, enforcing, rules).....	10	5	7	7	9	10	8	7	8	10	8	7	5	6	7	6	4	6	6	4
37. Financing (arranging transportation).....	4	8	1	5	2	6	9	2	7	6	2	6	1	4	1	2	7	9	4	4
38. Granting extra privileges to members.....	4	9	1	1	1	3	9	1	2	2	3	9	1	1	1	2	8	1	1	1
39. PROMOTING.....	10	9	9	10	10	10	6	8	10	10	6	9	7	10	9	5	8	5	9	8
40. Advertising.....	9	9	8	10	10	10	7	5	10	10	5	7	3	9	6	5	7	2	9	5
41. Publishing records of.....	8	5	5	5	6	10	4	4	4	7	5	3	3	4	3	5	2	2	2	2
42. Posting signs, notices for.....	9	3	4	3	6	9	1	3	2	5	6	1	3	2	3	4	1	2	2	7
43. Creating enthusiasm in, for.....	10	8	10	8	10	10	7	9	7	10	9	7	8	6	9	7	7	6	6	2
44. Following up absentees.....	9	6	8	6	9	7	6	4	4	5	5	7	4	3	4	3	6	2	4	1
45. Giving awards to.....	4	3	2	3	2	3	3	2	3	2	3	3	1	1	1	2	3	1	1	1

DIVISION I

ACTIVITIES CONCERNED WITH PROGRAM

SUBDIVISION B: PROGRAM WORK (PHYSICAL EDUCATION; ASSOCIATION WORK)

1. Program Policy

Physical Director's Activities	F	D	I	S	C
46. ORGANIZING THE PROGRAM.....	6	9	10	10	10
47. Deciding general objective.....	10	9	8	10	10
48. Writing policy manual.....	9	10	7	10	10
49. Encouraging volunteer work on policy development.....	6	10	9	9	10
50. Preparing for annual setting-up conference.....	3	10	7	9	7
51. Conducting conference.....	2	10	3	9	5
52. Discussing and forming plans for program.....	9	8	9	8	10
53. Assigning to committee men responsibility for phases of program.....	8	9	9	8	9
54. Harmonizing the program, giving proper emphasis to different activities.....	9	10	10	10	10
55. Balancing program to community needs.....	7	10	10	9	10
56. Advising on program policy.....	7	9	8	8	9
57. Counseling about program policy.....	7	8	8	8	9
58. SCHEDULING THE PROGRAM.....	8	7	3	7	7
59. Deciding dates, etc.....	8	1	6	2	5
60. Balancing the program.....	8	6	8	8	9
61. Adapting program to seasons.....	7	1	7	4	5
62. Adapting program dates to local conditions.....	8	3	8	3	7
63. CONDUCTING THE PROGRAM.....	10	7	7	10	10
64. Discussing policy manual in staff conferences and committee meetings.....	8	7	10	7	9
65. Planning on basis of policy.....	7	9	10	9	9
66. Checking with policy on progress of activities.....	8	1	10	7	7
67. Considering effectiveness of completed operations.....	8	9	9	8	10
68. Testing value of policy in actual conduct.....	8	10	10	9	10
69. Testing conflicting opinions on policy.....	7	10	7	7	9
70. Developing need of health education.....	8	10	10	10	10
71. Using program to develop health.....	10	9	10	10	10
72. Making use of character-building values in activities....	10	9	10	10	10
73. PROMOTING THE PROGRAM.....	10	8	10	9	10
74. Making speeches.....	8	10	6	10	10
75. Interviewing citizens.....	10	8	9	9	10
76. Stressing health-building aspect of physical education...	10	6	10	10	10
77. Stressing character-building aspect of physical education.	10	8	10	10	10
78. Using membership interest.....	10	5	9	6	10
79. Using printed matter and general publicity.....	10	3	8	8	9

ACTIVITIES CONCERNED WITH PROGRAM

SUBDIVISION B: PROGRAM WORK

2. Program Activities

Physical Director's Activities		1 Mass Games (Volley-Ball, Basket-Ball, Indoor Baseball, Track, Baseball, Football, Etc.)					2 Organized Team Games (Tournaments, Contests, Meets, Races Champion- ships, Leagues, Etc., of Basket Ball, Volley-Ball, Baseball, Swimming, Track, Lacrosse, Etc.)					3 Individual Competition (Boxing, Wrestling, Swimming, Life-Saving Tests, Gymnastics, Handball, Etc.)					4 Individual Exercise (Calisthenics, Apparatus Work, Swimming, Diving, Therapeutic Exercises, Etc.)				
		F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
80. ORGANIZING		9	7	10	10	10	9	7	10	10	9	7	7	8	10	9	8	7	9	10	10
81. Deciding policy of		6	8	8	10	9	6	9	9	10	10	6	9	7	10	10	5	7	9	10	9
82. Deciding objectives of		5	9	10	10	10	6	8	10	10	10	6	8	10	10	9	6	7	9	10	9
83. Setting up		8	6	9	9	9	8	7	9	10	10	6	7	8	9	9	7	6	7	9	8
84. Initiating in the department		7	5	8	9	8	7	4	8	8	8	8	8	8	8	8	7	7	7	8	9
85. Advising on policy of		8	6	8	9	9	8	8	9	7	9	8	8	8	8	8	8	6	7	9	8
86. Organizing clerical set-up of		6	4	4	6	5	7	4	5	7	6	5	6	9	7	7	6	4	3	6	5
87. Organizing physical set-up of		8	4	7	6	7	8	4	6	6	7	6	5	6	6	6	7	5	5	7	6
88. Co-operating amicably with other secretaries		9	2	9	5	8	9	3	9	5	8	9	3	8	6	8	8	2	6	5	6
89. Planning		9	5	9	8	9	8	6	9	8	9	8	6	8	8	9	8	6	7	8	8
90. Securing talent for		8	6	4	5	6	7	6	4	4	5	8	6	5	6	7	7	5	4	4	5
91. Securing officials for		8	7	6	3	7	9	8	7	5	8	8	8	7	4	7	4	5	4	3	3
92. Arranging committee organization for		7	7	9	9	9	8	8	9	8	9	7	8	10	8	9	5	7	5	6	6
93. SCHEDULING		8	2	7	6	7	9	6	6	6	8	7	3	7	6	7	8	4	7	7	7
94. Scheduling hour for (day, season, etc.)		8	1	6	3	5	8	2	6	2	5	7	2	6	8	7	7	1	4	3	4
95. Arranging special hours for		8	1	6	2	5	8	8	5	1	6	7	2	5	1	4	8	2	4	2	4
96. Co-ordinating		9	2	7	4	7	10	5	7	3	8	9	3	6	3	7	8	2	6	5	6
97. Harmonizing with activities of other organizations		8	2	6	5	6	9	6	7	6	8	8	5	5	3	5	6	2	5	3	4
98. Arranging dates for		9	1	5	2	5	8	7	4	1	5	7	1	4	1	3	8	1	4	1	3
99. Securing place for		8	1	6	2	5	8	4	4	1	4	6	5	4	2	4	8	2	4	1	3
100. CONDUCTING		10	3	7	9	10	10	6	7	9	10	8	7	5	9	8	10	8	5	9	9
101. Coaching		8	6	3	10	9	7	9	3	10	9	6	10	3	10	9	7	8	3	10	8
102. Teaching		10	7	8	10	9	8	5	10	10	8	9	5	10	10	9	7	6	10	10	10
103. Officiating in		7	7	2	10	10	7	8	2	10	7	6	9	2	10	7	4	6	2	9	4
104. Preparing work for		9	1	6	9	8	9	5	5	10	9	8	6	6	9	8	9	7	6	9	9
105. Leading		10	4	5	9	9	8	5	4	8	7	7	7	4	9	8	8	6	5	9	8
106. Giving		8	5	5	8	7	8	7	3	5	5	6	6	2	6	5	8	6	3	6	6
107. Breaking down reserve of participants		8	7	6	7	8	5	8	5	5	5	7	6	4	3	5	8	5	4	5	6
108. Maintaining interest		10	8	8	7	10	10	8	8	7	9	9	8	7	7	9	10	7	8	8	10
109. Considering individual peculiarities		10	9	6	7	9	9	9	6	6	9	9	8	7	5	8	9	6	6	7	9
110. Adapting to physical conditions (space, atmosphere, etc.)		10	5	7	5	8	9	5	6	4	7	8	6	5	4	7	9	5	5	4	7
111. Handling emergencies		10	6	9	6	9	9	5	7	6	8	8	7	6	7	8	9	6	6	6	8
112. Co-operating with other secretaries		9	2	9	7	8	9	3	9	5	8	8	2	6	4	6	9	2	5	4	6
113. Disciplining (spectators and participants)		9	8	6	6	8	8	6	5	8	8	7	5	4	6	6	6	4	2	4	4
114. SUPERVISING		10	4	9	9	10	10	8	9	8	10	9	9	7	9	10	10	8	8	8	10
115. Assigning responsibility for		9	6	10	7	9	9	2	10	6	9	9	8	9	7	9	9	6	8	6	8
116. Overseeing efficiency of		10	6	8	7	10	10	7	9	5	9	10	8	8	7	10	9	5	7	6	8
117. Assisting volunteers and staff in conducting		10	5	8	7	9	10	7	8	7	9	8	7	6	7	8	8	9	5	7	9
118. Reporting on		9	3	4	4	6	9	4	5	4	7	8	4	2	3	4	8	2	3	3	4
119. Securing friendly relations between participants		10	5	9	3	9	10	7	9	4	9	9	6	7	4	8	8	3	6	2	5
120. Keeping checks and records on		9	3	4	4	6	9	9	4	4	8	8	2	3	4	5	9	1	7	5	7
121. Inspecting		10	2	5	3	6	10	2	5	4	7	10	2	6	4	7	9	3	7	3	7
122. PROMOTING		10	6	10	9	10	10	7	9	8	10	10	7	7	9	10	10	8	7	6	10
123. Arousing interest in		10	7	9	7	10	10	6	8	8	10	9	7	8	8	9	10	8	7	8	10
124. Securing publicity for		10	6	7	8	10	10	6	8	8	10	10	6	6	7	9	8	6	6	7	7
125. Co-ordinating with awards		6	7	3	5	5	7	6	4	6	6	6	4	4	5	4	3	1	2	4	2
126. Stressing character-building through		10	9	10	10	10	10	10	10	10	10	10	9	9	9	10	9	9	7	9	10
127. Teaching values of		9	9	9	10	10	10	9	9	10	10	9	7	8	7	9	9	7	10	10	10
128. Printing and selling tickets for		3	3	1	2	1	5	4	2	2	2	3	2	1	1	1	2	1	1	1	1
129. Writing letters about		8	4	3	6	5	10	4	3	6	7	8	6	3	6	6	7	4	3	5	5
130. PARTICIPATING IN		7	7	2	6	6	6	4	3	2	3	5	4	3	2	2	10	3	2	4	6
131. Attending		10	2	4	1	6	10	3	4	1	6	8	3	3	1	4	8	3	3	2	4
132. Practicing		8	3	2	4	4	6	2	1	3	2	6	3	2	4	3	7	3	2	4	4
133. Developing a specialty of		6	5	2	4	3	4	5	1	2	2	3	8	2	3	2	7	2	4	3	3
134. Playing		8	4	1	5	4	2	3	1	4	1	3	6	1	4	2	7	4	1	3	3
135. Officiating at		9	5	2	8	6	6	7	1	9	5	6	6	2	8	5	5	2	1	6	2
136. Assisting in (usher, chairman, etc.)		4	2	1	2	2	4	3	1	1	1	3	2	1	1	1	3	3	1	2	1
137. Making contacts at		10	1	8	2	7	10	4	9	2	8	9	4	6	3	6	9	2	7	4	7

Physical Director's Activities

5

Exhibitions (Demonstrations,
Pageants, Circuses, Etc.)

6

Social Events (Banquets, Outings,
Picnics, Hikes, Holidays, Socials,
Singing, Etc.)

7

Religion (Devotions, Bible Study,
Discussion Groups, Addresses, Etc.)

8

Health, Education (Literature, Lec-
tures, Exhibits, Campaigns,
Addresses, Radio, First-Aid Classes,
Etc.)

	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
80. ORGANIZING.....	4	9	8	10	9	6	8	5	9	8	5	10	5	10	9	5	9	9	10	9
81. Deciding policy of.....	3	9	8	10	8	3	8	6	9	6	3	10	6	10	9	4	10	7	10	8
82. Deciding objectives of.....	3	8	8	9	7	5	6	7	9	7	3	10	7	10	9	5	9	9	10	10
83. Setting up.....	4	10	6	9	8	5	6	5	8	6	5	10	6	10	9	5	9	9	10	9
84. Initiating in the department.....	4	9	6	7	6	6	7	5	7	6	5	10	8	9	9	6	8	8	9	9
85. Advising on policy of.....	4	8	7	5	6	6	6	6	6	6	4	10	6	9	7	6	8	8	9	9
86. Organizing clerical set-up of.....	4	7	5	8	5	4	6	3	5	4	3	9	3	6	4	6	7	5	8	7
87. Organizing physical set-up of.....	4	8	7	8	6	5	5	5	6	5	4	9	4	7	5	6	6	7	9	8
88. Co-operating amicably with other secretaries.....	5	5	8	4	5	7	2	6	5	5	7	8	7	7	8	7	3	8	7	7
89. Planning.....	5	8	8	8	8	6	8	5	8	7	6	10	7	10	10	7	8	8	9	9
90. Securing talent for.....	5	9	6	6	6	5	7	4	5	5	4	10	5	6	7	6	9	8	7	8
91. Securing officials for.....	3	7	4	3	3	4	7	3	3	3	2	10	3	5	3	4	1	4	7	3
92. Arranging committee organization for.....	4	6	9	8	7	5	7	7	8	7	4	10	6	8	8	5	8	8	8	8
93. SCHEDULING.....	4	2	5	2	3	6	5	5	4	5	3	8	5	4	4	5	5	6	8	6
94. Scheduling hour for (day, season, etc.).....	3	4	5	1	3	5	3	4	2	3	4	5	3	2	3	6	3	4	3	4
95. Arranging special hours for.....	4	5	5	1	3	5	3	3	2	2	4	5	4	2	3	6	3	3	2	3
96. Co-ordinating.....	4	4	5	3	3	6	3	5	3	4	6	8	5	4	5	6	6	6	4	6
97. Harmonizing with activities of other organizations.....	4	4	5	4	3	5	5	4	3	4	5	7	5	6	6	5	5	6	7	6
98. Arranging dates for.....	4	2	5	1	2	6	2	3	1	3	4	4	3	1	2	6	3	4	4	4
99. Securing place for.....	3	2	4	1	2	6	2	2	1	2	4	2	3	1	2	6	3	4	4	4
100. CONDUCTING.....	4	8	6	8	6	6	6	4	7	6	5	10	4	9	8	6	9	8	10	9
101. Coaching.....	5	9	4	8	7	3	5	1	6	2	3	10	3	5	4	3	10	3	9	6
102. Teaching.....	4	9	5	10	8	3	6	2	8	3	7	10	5	10	10	8	8	6	10	10
103. Officiating in.....	3	7	2	7	3	4	3	2	6	3	4	8	3	8	5	4	6	3	8	5
104. Preparing work for.....	5	9	6	9	8	5	6	3	6	5	8	10	7	9	10	8	9	8	10	10
105. Leading.....	4	8	3	7	4	5	5	3	7	4	7	10	6	9	10	8	7	7	10	9
106. Giving.....	4	7	2	5	4	4	4	2	5	3	6	8	4	6	6	8	8	5	8	8
107. Breaking down reserve of participants.....	3	7	3	3	3	5	7	4	5	4	6	9	4	6	6	4	5	3	5	3
108. Maintaining interest.....	5	8	6	6	6	7	7	5	6	6	8	10	7	9	10	9	8	9	8	10
109. Considering individual peculiarities.....	4	6	4	4	4	5	4	4	5	4	6	9	5	8	8	7	7	5	6	7
110. Adapting to physical conditions (space, atmosphere, etc.).....	4	4	5	3	4	6	6	6	3	5	6	6	5	4	5	7	3	6	4	5
111. Handling emergencies.....	4	6	6	5	5	6	6	5	4	5	6	8	6	5	7	7	6	5	7	7
112. Co-operating with other secretaries.....	5	3	5	4	4	6	3	7	5	5	7	7	7	7	7	7	2	7	6	6
113. Disciplining (spectators and participants).....	3	2	3	4	2	3	4	2	3	2	3	7	2	3	2	3	3	2	3	2
114. SUPERVISING.....	5	6	7	7	6	7	5	6	5	6	5	8	5	7	6	7	9	8	6	8
115. Assigning responsibility for.....	5	7	9	7	7	6	6	7	6	7	4	9	7	2	5	7	6	8	7	8
116. Overseeing efficiency of.....	5	5	9	6	6	6	6	5	7	6	5	8	6	7	6	8	7	8	8	9
117. Assisting volunteers and staff in conducting.....	5	8	8	7	7	6	6	5	2	4	6	7	6	7	7	8	6	8	8	8
118. Reporting on.....	5	2	3	2	2	5	2	2	3	3	7	3	2	3	3	6	4	4	4	4
119. Securing friendly relations between participants.....	5	2	6	5	4	6	3	5	2	4	6	3	5	2	3	7	2	4	2	4
120. Keeping checks and records on.....	4	2	3	2	2	5	2	3	2	3	6	2	2	3	3	7	3	3	3	4
121. Inspecting.....	4	2	5	3	3	5	3	4	3	3	5	3	3	2	3	7	3	4	3	4
122. PROMOTING.....	5	8	8	9	8	7	8	8	8	9	7	10	6	9	10	7	9	9	10	10
123. Arousing interest in.....	6	9	7	8	8	6	7	7	7	7	8	10	8	9	10	9	8	8	9	10
124. Securing publicity for.....	4	7	7	7	8	6	6	4	7	6	6	8	5	5	7	8	7	8	8	9
125. Co-ordinating with awards.....	2	5	1	1	1	3	2	1	3	1	2	7	1	3	1	3	4	1	4	1
126. Stressing character-building through.....	4	9	6	8	7	6	9	7	8	8	8	9	8	10	10	9	8	10	9	10
127. Teaching values of.....	4	8	6	8	7	5	8	6	8	7	8	7	8	1	6	9	6	8	9	9
128. Printing and selling tickets for.....	3	3	2	2	1	3	4	1	1	1	1	7	1	1	1	2	2	1	3	1
129. Writing letters about.....	4	3	3	4	3	5	4	4	8	5	4	5	3	5	3	7	4	4	7	6
130. PARTICIPATING IN.....	3	6	3	3	3	7	5	4	3	4	8	9	5	6	7	8	4	5	6	6
131. Attending.....	4	2	4	2	3	7	2	5	2	4	9	6	7	3	8	8	3	5	3	5
132. Practicing.....	5	5	3	4	3	4	2	1	4	2	7	7	4	6	6	4	4	5	6	5
133. Developing a specialty of.....	2	5	1	4	1	2	5	1	3	1	4	9	4	6	5	4	6	4	6	4
134. Playing.....	2	5	1	1	1	3	2	1	3	1	3	6	1	2	1	2	3	3	2	2
135. Officiating at.....	3	3	1	3	1	4	3	1	4	2	4	7	2	5	3	3	2	2	6	2
136. Assisting in (usher, chairman, etc.).....	2	2	1	1	1	2	4	1	2	1	3	5	2	3	2	4	3	2	2	2
137. Making contacts at.....	5	2	6	5	4	7	1	6	6	5	8	5	7	3	6	8	2	6	5	7

DIVISION I

ACTIVITIES CONCERNED WITH PROGRAM

SUBDIVISION C: INDIVIDUAL WORK

1. Contact with Members

Physical Director's Activities	F	D	I	S
138. INTERVIEWING MEMBERS.....	10	6	5	9
139. Giving advice.....	10	9	8	8
140. Ascertaining interest.....	10	7	9	7
141. Enlisting for Christian service.....	8	10	10	10
142. Giving vocational guidance.....	6	10	4	9
143. Securing family relationships.....	3	10	2	4
144. Building friendship.....	10	6	10	5
145. Smoothing relationships.....	9	8	6	6
146. Settling grievances.....	9	9	6	5
147. Enlisting enthusiasm and service.....	10	8	10	8
148. Disciplining.....	9	8	6	6
149. Controlling thefts.....	7	10	6	4
150. Controlling unwarranted use of privileges by.....	9	9	6	4
151. Counseling on sportsmanship.....	10	5	10	9
152. Following-up interests.....	10	7	9	6
153. FOLLOWING-UP NEW MEMBERS.....	9	8	10	8
154. Introducing.....	10	2	9	1
155. Getting acquainted.....	10	2	10	3
156. Cultivating friendship.....	10	4	10	4
157. Showing through building.....	9	1	2	1
158. Visiting.....	7	6	4	1
159. Assimilating.....	10	9	9	7
160. Writing letters.....	10	7	6	7
161. Assigning lockers.....	4	1	1	1
162. Taking records.....	7	2	1	3
163. Issuing uniforms.....	2	1	1	1
164. Getting others to follow-up.....	9	9	7	6
165. MEETING NEW MEMBERS.....	10	2	10	3
166. Meeting non-members.....	10	2	10	3
167. Courting interest in Association work.....	10	7	10	7
168. Arousing desire to join.....	10	8	10	6
169. Establishing contacts.....	10	5	9	5
170. Securing as members.....	9	9	7	5

DIVISION I

ACTIVITIES CONCERNED WITH PROGRAM

SUBDIVISION C: INDIVIDUAL WORK

2. Physical Examinations

Physical Director's Activities	F	D	I	S	C
171. SCHEDULING EXAMINATIONS	7	2	7	5	6
172. Setting times for	6	2	6	1	4
173. In terms of equipment	4	2	5	4	3
174. In terms of candidates	6	3	7	3	5
175. In terms of examiners	5	8	7	5	6
176. CONDUCTING EXAMINATION	6	10	6	10	10
177. Conducting compulsory examinations	5	10	8	10	10
178. Giving physical examinations	8	10	6	10	10
179. Diagnosing individual weaknesses	9	10	7	10	10
180. Prescribing exercise	10	10	10	10	10
181. Correcting posture	10	9	9	10	10
182. Discussing problems with candidates	10	7	10	10	10
183. Referring to sources of information	9	7	9	10	10
184. Taking posture pictures	1	10	2	9	3
185. Keeping complete records	7	6	7	9	9
186. Giving efficiency tests	2	9	2	10	5
187. SUPERVISING EXAMINATIONS	4	10	7	10	9
188. Securing a medical staff	3	10	8	9	8
189. Using volunteers' initiative to set up a medical staff	2	10	4	6	4
190. Supervising candidates sent by physicians	5	8	7	8	7
191. Training volunteers in supervision of examinations	1	10	5	9	5
192. FOLLOWING-UP EXAMINATIONS	6	9	9	9	9
193. Counseling about therapeutic exercises	8	10	8	10	10
194. Arranging a program of activities	9	9	8	10	10
195. Keeping records of progress	3	8	7	8	6
196. Supervising individual exercises	6	8	6	5	7
197. Referring candidates to physicians	9	3	9	6	8
198. Checking up cases sent to physicians	7	7	8	5	7
199. Proffering assistance to physicians	5	7	5	6	5
200. Reporting periodically to physicians	2	8	5	4	3
201. Demonstrating physical examinations	1	7	3	8	2
202. Conducting check-up examinations	3	7	7	7	5
203. Conducting a massage department	2	9	8	10	7

DIVISION I

ACTIVITIES CONCERNED WITH PROGRAM

SUBDIVISION D: COMMUNITY WORK

Physical Director's Activities	1 Schools					2 Church and Sunday School					3 Social Welfare Organiza- tions					4 Industries and Occupational Groups					5 Municipal and Civic Enterprises: Parks, Play- grounds, Com- munity Centers, Police, Etc.					6 Town and County				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
204. ORGANIZING PROGRAM ACTIVITIES IN.....	1	7	1	9	2	5	5	7	10	8	2	7	2	9	3	4	9	7	10	8	2	8	3	9	4	1	7	3	9	3
205. Organizing athletic leagues.....	1	6	1	8	1	4	5	8	9	7	1	5	1	7	1	3	7	8	9	7	1	6	2	8	2	1	7	3	8	2
206. Scheduling athletic events.....	1	5	1	4	1	5	3	7	5	5	1	4	2	2	1	4	5	6	5	4	2	5	3	3	2	1	5	4	4	2
207. Setting up league rules.....	1	8	1	8	1	3	5	7	8	5	1	7	2	5	1	3	7	6	8	6	1	7	3	7	2	1	7	3	7	2
208. Assisting in organization of committee.....	1	7	3	6	2	4	5	7	7	5	2	5	4	6	2	4	8	10	8	7	2	7	4	6	3	1	8	5	6	2
209. Assisting in organization of activities.....	1	6	2	5	2	5	4	8	7	6	2	5	4	5	2	4	4	8	8	6	2	6	4	6	3	1	7	4	8	3
210. Discovering need and desire for program in.....	1	9	3	10	4	5	9	8	10	9	2	10	5	9	6	4	10	9	10	9	2	10	5	9	6	1	10	6	10	5
211. CONDUCTING PROGRAM ACTIVITIES.....	1	7	1	8	1	6	4	4	8	6	2	3	2	8	2	5	5	6	8	6	2	5	2	5	2	1	6	3	8	2
212. Conducting meets, field-days, relays, etc.....	2	1	2	8	2	3	3	6	8	4	1	3	2	6	2	3	5	5	8	4	2	4	2	8	2	1	6	4	7	2
213. Officiating.....	3	6	3	9	5	3	3	3	8	3	2	5	2	7	2	3	8	2	8	4	2	5	2	7	2	1	5	3	6	2
214. Arranging tournaments.....	1	6	1	6	1	3	4	5	5	3	1	5	2	5	1	3	7	7	6	4	2	6	2	5	2	1	8	3	5	2
215. Advising on organization and promotion of events.....	3	6	4	8	4	6	5	7	8	7	2	6	5	7	3	4	5	8	8	6	2	7	5	7	4	2	8	5	7	3
216. Conducting meetings of officials for discussion.....	1	8	3	8	3	3	4	7	7	4	1	8	4	6	2	2	8	7	9	5	1	8	2	7	2	1	8	5	6	2
217. Conducting classes in physical therapy.....	1	10	1	10	2	1	10	1	7	1	1	10	1	9	2	1	10	1	10	2	1	10	1	10	2	1	10	1	9	3
218. Teaching first-aid classes.....	1	10	1	10	2	1	10	1	9	2	1	10	1	9	3	1	10	3	10	4	1	10	2	9	3	1	10	3	9	3
219. Teaching classes in.....	1	9	1	9	1	4	8	3	9	6	1	9	1	8	2	1	9	2	9	2	1	8	1	7	1	1	10	1	8	2
220. Training leaders in specialized subjects.....	1	10	2	9	3	2	10	7	9	7	1	10	3	9	3	1	9	5	9	4	1	9	3	9	3	1	10	5	9	4
221. Giving vocational guidance.....	1	10	1	9	3	1	10	1	8	3	1	10	1	6	2	1	10	2	8	3	1	10	1	8	2	1	10	2	9	3
222. Lending equipment and facilities to.....	1	4	2	1	1	7	3	2	1	2	3	5	2	1	2	4	3	4	1	2	2	5	2	1	1	2	4	2	1	1
223. Holding health campaigns in.....	1	10	3	10	4	1	10	4	8	3	1	10	4	9	3	1	10	6	9	6	1	10	4	9	4	1	10	4	9	4
224. Giving addresses.....	2	10	4	5	3	3	10	6	10	8	2	10	4	9	5	2	10	5	10	7	1	10	4	9	4	1	10	5	10	5
225. Distributing printed matter.....	1	4	1	1	1	2	3	2	1	1	1	5	2	1	1	2	4	4	1	2	1	4	2	1	1	1	6	3	1	1
226. Conducting activities for women and girls.....	1	9	1	6	1	2	9	1	6	2	1	10	1	5	2	1	10	1	6	2	1	9	1	5	1	1	8	2	6	1
227. PROMOTING PROGRAM ACTIVITIES IN.....	1	9	1	8	2	4	8	5	6	5	2	5	2	5	2	4	10	6	7	7	2	10	3	6	3	1	9	3	6	2
228. Enlisting volunteers.....	2	8	2	6	2	5	8	8	8	8	2	8	4	6	3	3	10	8	9	8	2	9	4	6	3	1	9	6	7	3
229. Exchanging ideas with physical directors of.....	5	2	7	5	5	2	1	5	3	2	2	1	5	2	1	1	1	4	3	1	2	2	6	2	2	1	2	4	2	1
230. Giving talks on health and exercise to.....	1	9	5	10	5	3	9	7	10	8	2	8	6	9	5	2	9	7	10	7	1	9	5	9	4	1	9	6	9	5
231. Advising on physical education matters.....	2	8	7	9	6	5	4	9	8	7	2	7	8	7	4	3	8	8	9	7	2	7	5	7	3	1	3	7	7	3
232. Training leaders for work in.....	1	10	2	9	4	3	10	8	9	8	1	10	4	8	4	2	10	9	9	7	1	10	4	8	3	1	10	6	9	5
233. Using newspaper publicity for.....	1	4	1	4	1	5	4	5	3	4	1	5	2	2	1	3	4	5	4	3	2	3	2	2	1	1	5	3	2	1
234. PARTICIPATING IN PROGRAM ACTIVITIES.....	2	6	2	3	1	5	3	3	3	3	2	6	2	2	1	3	6	3	1	2	2	5	2	1	1	1	6	2	2	1
235. Supervising recreation.....	1	5	1	5	1	5	5	5	6	5	2	6	2	5	2	4	6	5	6	4	2	7	2	5	2	1	7	4	7	3
236. Serving on committees.....	2	5	3	3	2	6	4	6	3	5	2	6	3	2	2	3	5	5	2	3	2	10	4	1	3	1	6	5	3	2
237. Attending meetings of...	2	5	3	1	1	7	4	7	1	5	2	4	4	1	2	3	3	4	1	2	2	3	4	1	1	1	4	3	1	1

91

ACTIVITIES CONCERNED WITH DEPARTMENT ORGANIZATION

SUBDIVISION A: STAFF

(Office force, janitors, and engineers, whether or not under the direct control of the physical department, are to be considered as such in checking these relationships.)

Physical Director's Activities	1 Assistant Directors and In- structors					2 Attendants and Special Help (in Locker Room, Pin Boys, Etc.)					3 Office Force (Stenog- raphers, Book- keepers, Etc.)					4 Janitors and Engineers				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
238. ORGANIZING.....	4	10	10	9	9	4	7	9	7	6	1	8	2	5	1	1	9	2	2	1
239. Selecting.....	2	10	10	9	8	3	9	10	7	7	1	8	2	4	1	1	9	1	3	1
240. Hiring.....	2	6	8	7	4	3	7	8	5	5	1	7	1	1	1	1	7	1	1	1
241. Approving selection of.....	3	6	10	5	5	3	5	8	4	4	1	7	2	2	1	1	4	3	2	1
242. Considering possibilities of future training when hiring..	3	6	10	8	6	3	6	7	5	4	1	8	1	2	1	1	7	1	2	1
243. SCHEDULING DUTIES OF.....	5	6	10	7	8	5	3	10	5	6	1	2	2	5	1	2	5	5	2	2
244. Assigning duties to.....	7	5	10	7	8	7	5	10	6	8	5	4	5	3	4	6	5	5	5	5
245. Co-ordinating duties of.....	7	7	10	4	8	7	5	9	5	7	3	4	3	2	2	4	7	5	4	4
246. Considering association need in assigning duties.....	7	6	9	7	8	7	5	9	6	8	4	5	5	4	4	4	3	5	3	3
247. Considering adaptivity of.....	6	7	9	6	8	6	5	9	5	6	3	5	3	2	2	2	6	2	2	2
248. Considering preferences of.....	5	5	8	4	5	4	1	5	2	3	2	2	1	1	1	2	2	1	1	1
249. SUPERVISING.....	6	8	10	5	8	8	1	9	4	6	2	5	3	1	1	4	5	6	1	4
250. Following-up operations of.....	9	5	8	6	8	10	2	9	3	8	4	3	3	1	2	8	4	6	1	5
251. Coaching.....	9	9	10	9	10	8	4	8	7	8	2	4	2	2	1	3	5	3	2	2
252. Inspecting work of.....	9	3	9	4	8	9	1	9	2	7	4	2	5	1	2	9	1	8	1	5
253. Supervising service of.....	9	5	9	4	8	9	2	8	2	7	3	4	2	1	2	4	2	3	1	2
254. Settling grievances of.....	5	8	8	4	6	6	5	5	2	4	1	7	1	1	2	7	1	1	1	1
255. Allowing grievances to be settled among.....	3	7	3	2	2	3	6	2	1	2	1	6	1	1	1	1	5	1	1	1
256. Clearing on responsibility.....	8	6	9	4	8	7	2	8	3	6	2	3	3	1	1	3	2	3	1	2
257. Determining ultimate responsibility over.....	6	3	9	5	6	6	1	9	3	5	2	1	1	3	1	2	1	2	2	1
258. Authorizing pay of.....	3	4	5	2	3	5	2	4	1	3	1	2	1	1	1	1	1	1	1	1
259. Maintaining morale of.....	9	8	10	6	9	9	6	9	4	8	2	4	2	1	1	2	4	2	1	1
260. INTERVIEWING.....	7	7	3	7	6	3	4	9	3	3	2	3	2	1	1	4	2	4	1	2
261. Counseling, advising, and consulting with.....	9	8	10	8	10	9	3	9	5	8	4	4	4	2	3	6	4	6	2	4
262. Giving advice to.....	9	8	9	6	9	9	4	9	3	8	4	6	3	1	2	7	7	4	1	4
263. TRAINING.....	7	9	10	9	10	7	4	9	6	7	1	6	2	2	1	1	3	3	3	1

DIVISION II—Continued

SUBDIVISION B: VOLUNTEERS

Physical Director's Activities	1 Depart- ment Committee					2 Sub-com- mittees and Councils					3 Leaders' Clubs					4 Special Volunteers (Officials, Speakers, Entertain- ers, Physi- cians)					5 Volunteer Instructors and Coaches (of Boxing, Apparatus, Swimming, Etc.)				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
273. ORGANIZING.....	5	8	10	10	10	4	9	10	10	10	4	10	10	10	10	4	10	7	9	8	3	10	8	10	8
274. Preparing policy for.....	2	10	2	10	6	2	9	3	10	5	2	9	4	10	6	2	9	3	9	5	3	9	4	9	6
275. Assisting in preparing policy of.....	4	9	10	9	9	4	8	10	9	8	4	9	9	9	8	3	9	4	9	6	4	9	7	9	8
276. Appointing.....	2	7	1	4	2	2	6	2	4	2	3	8	2	7	3	5	8	4	4	5	4	9	5	5	5
277. assisting in selecting members of.....	4	7	9	6	6	5	5	10	6	7	6	7	9	7	8	4	7	6	5	5	4	8	7	5	6
278. Enlisting.....	4	9	9	8	8	5	9	8	7	8	6	9	8	8	9	6	9	7	6	7	5	9	8	7	8
279. Enlisting members of.....	4	9	8	6	7	5	9	8	7	8	6	9	9	8	9	4	9	6	6	6	4	9	7	7	6
280. Providing keymen to enlist.....	4	9	9	7	8	5	10	10	8	8	5	10	8	7	8	4	9	7	6	7	4	10	8	8	8
281. Building up among members respect for..	8	8	10	5	8	7	1	10	5	6	9	8	10	6	9	7	7	7	4	7	6	8	9	5	7
282. Cutting out "dead wood" from.....	4	9	9	4	6	4	8	9	4	6	5	7	9	5	6	3	6	6	2	3	3	7	7	4	5
283. SUPERVISING.....	8	7	9	7	8	6	5	10	6	7	9	7	10	7	10	3	9	7	4	4	7	6	8	3	6
284. Interviewing.....	9	5	10	6	9	8	5	10	7	9	9	4	10	7	9	7	5	8	4	6	7	3	9	6	7
285. Inviting criticism of.....	8	5	9	5	8	8	5	8	7	8	7	4	7	4	6	6	5	6	2	4	5	4	6	2	4
286. Visiting.....	8	3	8	1	5	7	3	6	1	5	6	5	5	1	4	4	5	4	1	2	5	4	4	1	3
287. Advising.....	9	6	7	4	8	8	6	5	4	6	9	5	9	5	8	6	8	5	4	6	7	5	7	5	7
288. Counseling with.....	9	3	10	2	8	9	5	10	4	8	9	4	10	4	8	7	6	8	4	7	8	4	9	4	8
289. Maintaining morale among.....	8	6	10	5	8	8	8	10	5	9	9	8	10	5	9	5	8	5	4	5	7	7	8	6	8
290. Extending appreciation to.....	8	3	8	3	6	7	3	8	2	6	8	3	8	2	6	6	3	7	2	5	7	3	8	3	5
291. Inspecting.....	4	3	2	1	2	5	3	4	1	3	8	3	6	2	5	5	5	3	1	3	7	2	6	1	4
292. TRAINING.....	6	10	10	10	10	5	10	10	9	10	9	10	10	10	10	2	9	3	8	4	5	10	8	9	9
293. Teaching theory of physical education to	4	10	6	10	9	4	10	6	10	9	9	9	10	10	10	3	10	3	10	6	5	10	8	10	10
294. Teaching principles and methods of peda- gogy to.....	2	10	3	10	6	2	10	3	10	7	8	10	9	10	10	2	10	2	10	5	6	10	8	10	10
295. Bringing in outside authorities to lec- ture to.....	2	8	6	4	3	2	8	4	4	3	3	8	7	4	5	2	9	1	3	1	2	10	3	3	3
296. Encouraging attendance at conferences..	4	9	9	4	6	3	9	8	4	4	4	9	9	3	6	2	9	4	3	3	3	9	6	3	4
297. Preparing teaching materials for.....	2	9	2	9	4	3	8	3	9	5	8	4	10	10	10	3	9	3	8	5	5	9	8	10	9
298. Cultivating ideals in.....	7	9	10	8	9	4	9	10	8	8	9	9	10	8	10	5	8	7	6	7	3	9	10	7	7
299. Inspiring for further service.....	8	10	10	7	10	8	10	10	7	10	9	10	10	7	10	6	9	9	6	8	7	10	9	7	9
300. CONDUCTING MEETINGS OF.....	5	4	6	6	5	4	4	4	5	3	8	6	5	6	7	2	8	3	2	2	5	6	6	5	5
301. Setting up agenda.....	7	6	6	8	7	6	6	7	8	7	8	7	6	8	9	3	7	3	7	3	4	6	5	8	6
302. Attending.....	8	1	10	10	9	7	2	8	1	5	9	2	9	1	7	4	3	6	1	3	5	4	7	1	4
303. Being prompt in opening and closing....	7	3	9	3	6	7	5	8	2	6	8	4	9	2	7	3	2	7	1	3	4	5	7	3	4
304. Checking attendance.....	7	1	5	1	3	6	1	5	1	3	9	1	6	1	5	3	1	3	1	1	5	1	4	1	2
305. Boosting attendance.....	8	3	8	3	6	8	4	9	3	7	9	5	9	3	8	3	4	5	2	3	6	5	6	3	5
306. Presenting plans.....	8	4	10	8	9	7	4	9	6	7	9	5	9	6	9	4	5	5	6	5	7	5	8	7	7
307. Reporting to.....	8	1	9	4	7	7	8	8	3	7	7	2	6	3	5	3	2	4	2	2	6	2	5	2	4
308. Considering policy.....	6	5	10	9	8	5	5	9	7	7	6	5	9	7	7	3	6	6	6	4	4	6	8	7	6
309. Participating in discussion.....	8	1	7	4	6	7	1	8	4	5	3	2	8	4	3	3	1	5	2	2	6	2	6	3	4
310. Participating in devotions.....	6	3	8	6	6	4	5	7	6	5	8	3	9	7	8	2	5	4	6	3	4	6	5	6	5
311. Allowing to conduct own meetings.....	5	6	6	4	5	5	7	6	5	5	6	6	7	5	6	2	4	3	3	2	3	7	4	5	4

DIVISION III

ACTIVITIES CONCERNED WITH PROMOTION

(For instructions in reading the table, see p. 82.)

SUBDIVISION A: PUBLICITY

Physical Director's Activities	F	D	I	S	C
312. GIVING TIME AND ATTENTION TO.....	10	7	10	9	10
313. ESTABLISHING POLICY FOR.....	3	9	7	10	8
314. STIMULATING PROGRAM THROUGH.....	10	7	10	9	10
315. STUDYING AND APPLYING PRINCIPLES OF ADVERTISING.....	6	10	8	10	10
316. ATTAINING PUBLICITY THROUGH NEWSPAPERS.....	9	5	10	7	9
317. Advertising results of program activities.....	10	6	10	5	10
318. Preparing articles and stories.....	9	9	8	9	10
319. Publishing league standings.....	10	1	9	3	8
320. Publishing cuts.....	6	5	7	2	4
321. Cultivating newspaper editors.....	8	8	10	6	9
322. Studying journalism.....	2	10	4	10	7
323. WRITING PROFESSIONAL ARTICLES.....	2	10	5	10	8
324. Writing manuals or syllabi.....	1	10	5	10	
325. Preparing material for publication.....	6	10	8	10	9
326. KEEPING RECORDS OF PUBLICITY.....	5	8	5	2	5
327. Clipping articles.....	2	3	2	1	1
328. Filing articles in record book.....	5	2	2	1	2
329. WRITING NOTICES AND SIGNS.....	10	2	4	5	7
330. WRITING PROMOTIONAL LETTERS.....	9	6	9	8	9
331. BROADCASTING HEALTH TALKS AND EXERCISES.....	1	10	2	9	4
332. GIVING PUBLIC SPEECHES AND ADDRESSES.....	4	7	7	10	8
333. MAKING USE OF PICTURES AND EXHIBITS.....	5	7	7	7	6
334. Collecting pictures.....	5	5	4	1	3
335. Arranging pictures.....	4	3	3	1	2
336. Taking pictures of activities, champions, teams, etc.....	5	3	5	1	3
337. MAKING USE OF BULLETIN BOARD.....	10	1	10	4	9
338. Posting mottoes and slogans.....	10	1	7	2	6
339. Announcing coming events.....	10	1	10	1	7

SUBDIVISION B: Awards (Prizes, Honors, Points, Progressive Systems)

340. SOLICITING TROPHIES.....	2	9	1	1	1
341. PURCHASING PRIZES.....	5	1	2	1	2
342. MANAGING PRIZE FUNDS.....	3	4	2	3	2
343. PREPARING AWARDS (FURNISHING ENGRAVING, ETC.).....	4	2	2	1	1
344. SELECTING MEDALS, PRIZES, ETC.....	6	2	3	1	2
345. EXHIBITING TROPHIES.....	6	1	4	1	2
346. KEEPING PERMANENT TROPHIES.....	5	2	4	1	2
347. PROVIDING ATHLETIC COMPETITIVE SPORT FUND.....	1	10	3	7	3
348. REGISTERING ATHLETES.....	3	4	4	4	2
349. GIVING SPECIAL RECOGNITION FOR OUTSTANDING ATTAINMENT.....	4	7	6	4	5
350. GETTING EDUCATIONAL VALUE OUT OF AWARDS.....	4	10	7	9	8
351. USING PROGRESSIVE OR POINT SYSTEMS.....	6	6	6	8	7

DIVISION IV

ACTIVITIES CONCERNED IN ADMINISTRATION AND SUPERVISION
(For instructions in reading the table, see p. 82)

SUBDIVISION A: BUSINESS MANAGEMENT

1. Budget

Physical Director's Activities	F	D	I	S	C
352. ARRANGING THE BUDGET.....	3	10	10	10	9
353. Conferring about budget.....	5	6	10	8	8
354. Planning the budget.....	3	9	10	10	9
355. Making out the budget.....	2	9	9	10	8
356. Assisting in preparation of budget.....	3	8	10	8	7
357. Allowing committee to plan budget.....	2	10	5	6	4
358. ADMINISTERING THE BUDGET.....	9	10	10	10	10
359. Following best business procedure.....	9	10	10	10	10
360. Governing expenditures.....	9	9	10	9	10
361. Allowing business men on committee to administer funds.....	2	10	6	5	5
362. Securing income.....	5	10	5	9	8
363. Studying condition of the budget.....	8	7	10	8	9
364. Comparing financial standing with budget provisions.....	8	7	10	7	9
365. Participating in responsibility for general association budget.....	5	10	7	8	8
366. Controlling completely department finances.....	3	9	5	8	6
367. Administering a share of the general budget.....	3	9	2	9	4

2. Fees (for Tournaments, Leagues, Use of Facilities, Etc.)

368. DECIDING FEES.....	5	5	4	6	5
369. COLLECTING FEES.....	6	5	3	4	4
370. REFUNDING FEES.....	3	5	2	3	2
371. SETTling GRIEVANCES ABOUT FEES.....	3	6	4	9	5
372. CONTROLLING DISHONESTY IN HANDLING OF FEES.....	3	6	4	5	3

3. Purchase and Sale

373. PURCHASING.....	9	6	8	6	8
374. Comparing costs.....	8	4	9	5	7
375. Authorizing purchases.....	9	3	8	4	7
376. Regulating expenditures.....	9	3	8	5	8
377. SELLING.....	6	3	3	4	4
378. Setting prices.....	5	5	5	4	4
379. Selling at regular retail prices.....	6	2	3	2	3
380. Giving reduction to volunteers.....	2	6	1	2	1
381. Handling cash.....	4	1	2	5	2

4. Accounting

382. KEEPING ACCOUNTS, OFFICE BOOKS, ETC.....	2	9	1	9	3
383. MAKING OUT BUSINESS DOCUMENTS (BILLS, CHECKS, ORDER BLANKS, RECEIPTS, ETC.).....	3	7	1	8	3
384. FILING BUSINESS DOCUMENTS.....	3	7	2	8	3
385. PREPARING BOOKS FOR AUDIT.....	1	8	1	8	1
386. MAKING OUT DEPARTMENT PAY-ROLL.....	2	6	1	7	2

DIVISION IV

ACTIVITIES CONCERNED IN ADMINISTRATION AND SUPERVISION

SUBDIVISION B: MAINTENANCE

Physical Director's Activities	1 Building Rooms and Parts (Gymnasi- um, Offices Swimming Pool, Lock- er Rooms, Floors, Windows, Etc.)					2 Athletic Equip- ment (Balls, Nets, Ap- paratus, Bowling Alleys, Etc.)					3 General Equip- ment (Lockers, Signs, Fil- ters, Chlo- rinators, Tables, Lights, Etc.)					4 Supplies (Athletic Goods, Towels, Uniforms, Candy, Water, Etc.)					5 Outdoor Equip- ment (Tennis Courts, Athletic Field, Lawn, Links, Etc.)				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
387. PROVIDING.....	3	7	7	10	7	8	5	10	8	9	6	5	5	9	7	5	2	4	5	4	3	6	9	9	6
388. Advising on construction of.....	3	9	8	10	9	4	6	6	9	7	5	8	1	10	3	3	2	2	5	2	3	7	8	10	8
389. Installing.....	2	9	3	10	5	5	5	4	7	5	4	6	3	8	5	3	3	2	4	2	2	9	3	9	4
390. Laying out.....	3	8	5	10	6	4	4	4	8	5	3	7	3	9	4	2	2	1	3	1	2	8	7	10	6
391. Designing.....	2	10	3	10	5	3	8	2	9	4	3	8	2	8	4	2	5	1	4	1	2	8	3	10	4
392. Purchasing.....	2	7	2	8	3	9	2	6	8	7	4	3	2	8	3	7	1	3	6	4	1	6	1	5	1
393. Ordering.....	2	5	2	6	2	9	2	6	6	7	4	1	3	4	2	7	1	4	5	4	1	3	1	3	1
394. Selling.....	1	7	1	5	1	2	3	1	4	1	2	3	1	2	1	5	1	2	2	2	1	3	1	3	1
395. Providing members with.....	2	5	3	6	3	9	2	7	4	7	5	1	3	5	3	6	1	3	4	3	2	6	3	7	3
396. MAINTAINING.....	6	6	5	9	7	10	5	9	5	9	5	4	5	8	6	4	2	5	2	3	2	8	7	7	5
397. Repairing.....	5	6	2	7	4	7	4	4	5	5	5	5	2	7	3	2	2	1	2	1	2	6	2	6	2
398. Renovating.....	4	6	2	6	3	4	3	3	4	3	3	6	1	6	2	2	1	1	1	1	1	6	1	5	1
399. Rolling.....	1	4	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	4	1	2	1
400. Mowing.....	1	2	1	2	1	1	1	1	1	1	1	3	1	1	1	1	1	1	2	1	1	3	1	2	1
401. Lining.....	1	5	1	2	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	2	1	1	3	1
402. Painting.....	2	3	1	3	1	2	1	1	2	1	2	1	1	3	1	1	1	1	1	1	1	2	1	3	1
403. Keeping clean and neat.....	8	5	3	6	6	7	3	3	5	4	8	4	2	5	4	4	2	3	5	3	2	3	1	3	1
404. Replacing with new.....	3	4	3	3	2	9	2	7	3	6	4	4	4	4	3	4	1	7	2	3	2	3	1	3	1
405. Managing laundering of.....	2	5	1	4	1	2	2	1	4	1	1	4	1	4	1	4	1	2	4	2	1	4	1	1	1
406. SUPERVISING.....	10	8	9	9	10	10	3	10	8	10	9	4	9	8	9	7	2	9	3	6	2	6	8	8	5
407. Being responsible for.....	10	2	10	9	10	10	4	9	7	9	9	4	7	8	9	8	4	7	4	7	5	5	6	7	6
408. Checking details of.....	9	6	8	7	9	9	4	5	3	6	9	4	5	7	8	7	2	3	1	3	4	3	3	6	3
409. Inspecting.....	10	4	10	7	10	10	4	9	5	9	10	3	6	6	8	8	2	6	4	5	5	2	2	5	3
410. Keeping up to date.....	9	5	10	8	10	10	5	10	6	9	9	6	8	7	9	8	2	6	5	6	4	3	6	6	4
411. Putting to use.....	10	3	9	8	10	10	3	9	5	9	9	2	7	6	7	7	1	5	3	4	5	1	6	7	5
412. Overseeing ventilation of.....	10	4	10	9	10	5	2	2	6	3	9	2	5	7	7	3	1	1	4	1	1	1	1	2	1
413. Overseeing sanitation of.....	10	5	10	9	10	7	2	4	3	4	10	2	7	8	9	6	2	3	5	4	2	2	3	5	2
414. Overseeing lighting of.....	10	4	10	9	10	5	1	2	5	3	9	2	5	6	7	3	1	1	4	1	2	1	2	7	1
415. Overseeing janitorial service of.....	10	5	9	8	10	7	4	4	3	4	9	3	7	6	8	4	1	2	1	1	3	2	4	4	2

DIVISION IV

ACTIVITIES CONCERNED IN ADMINISTRATION AND SUPERVISION

SUBDIVISION C: DOCUMENTS

Physical Director's Activities	1 Reports (Daily Monthly, Annual, Statistics of Activities and Examinations; to General Secretary, Committees, Etc.)					2 Records (Files, Morgue, Inventory, Etc.)					3 Forms (Admission Blanks, Pass Cards, Examination Forms, Bulletins, Etc.)				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
416. PREPARING.....	10	8	10	9	10	8	8	9	7	9	6	6	2	8	5
417. Dictating.....	8	5	5	5	6	5	5	3	4	3	6	4	4	3	4
418. Writing.....	9	6	5	6	7	5	5	3	5	4	7	4	4	5	5
419. Filling out.....	10	5	5	4	7	7	4	4	5	5	7	2	3	3	4
420. Gathering data for.....	10	6	8	6	9	7	6	5	5	6	6	5	5	5	5
421. EXAMINING.....	10	5	9	6	9	7	5	7	6	7	6	3	7	6	6
422. Studying.....	10	4	9	8	9	7	3	7	6	6	8	4	6	1	5
423. Reading.....	9	3	6	3	6	6	2	5	2	4	6	1	4	2	4
424. Comparing.....	9	4	9	5	9	6	3	6	3	5	6	3	4	3	4
425. Analyzing.....	9	7	9	8	10	6	4	7	5	6	6	6	6	1	4
426. Checking up.....	9	5	8	4	8	7	4	6	4	6	7	5	5	4	5
427. MAINTAINING.....	10	5	9	5	9	8	6	5	4	6	7	4	6	5	6
428. Keeping in order.....	9	5	8	5	8	7	5	4	4	5	6	4	5	4	4
429. Filing.....	9	2	7	5	7	7	3	8	3	6	7	2	3	3	4
430. Posting.....	8	3	5	3	5	5	2	2	2	2	5	3	3	2	3
431. Arranging.....	8	4	6	4	6	6	4	3	3	4	6	4	3	2	3
432. Getting members to help with.....	4	7	3	3	3	3	6	2	2	2	3	7	2	2	2
433. MAKING AVAILABLE.....	7	6	9	3	7	5	5	4	1	3	7	4	5	3	5
434. Printing.....	5	3	4	4	4	3	3	2	2	2	3	2	4	4	2
435. Sending out.....	6	4	6	2	5	3	3	2	1	2	5	2	3	2	3
436. Publishing.....	4	5	4	3	3	2	4	2	1	1	4	4	3	2	2

SUBDIVISION D: COMMUNICATIONS (Correspondence, Mail, Telephone)

Physical Director's Activities	F	D	I	S	C
437. MAKING AND ANSWERING TELEPHONE CALLS.....	10	1	9	1	8
438. OPENING AND READING MAIL.....	10	1	10	1	8
439. DICTATING LETTERS.....	10	5	9	7	10
440. WRITING LETTERS.....	10	5	7	7	9
441. KEEPING CORRESPONDENCE UP TO DATE.....	10	8	10	5	10
442. FILING LETTERS.....	10	3	6	3	7
443. ANSWERING QUESTIONNAIRES.....	9	10	7	6	9
444. STUDYING TECHNIQUE OF LETTER-WRITING.....	5	10	7	10	9

DIVISION V

ACTIVITIES CONCERNED IN INTER-DEPARTMENT RELATIONSHIPS

(For instructions in reading the table, see p. 82)

SUBDIVISION A: EMPLOYED OFFICERS

Physical Director's Activities	1 General Secretary					2 Other Department Secretaries (Social Secretary, Boys' Secretary, Other Branch Secretaries, Camp Secretaries, Etc.)					3 Other Y.M.C.A. State and National Secretaries				
	F	D	I	S	C	F	D	I	S	C	F	D	I	S	C
445. ASSISTING WITH PROGRAM.....	9	3	8	7	9	9	3	9	6	9	5	5	9	5	6
446. Announcing activities for.....	8	2	6	1	4	8	1	7	2	5	4	2	6	2	3
447. Sending and receiving written notices	7	1	4	2	4	10	1	4	1	5	7	1	7	2	5
448. Participating in activities of.....	8	2	6	3	6	9	1	7	4	6	5	4	7	5	5
449. MAINTAINING RELATIONS WITH.....	10	1	10	8	10	10	2	10	8	10	9	1	10	7	8
450. Respecting.....	10	1	10	5	9	10	1	10	5	9	9	1	10	4	7
451. Acting with.....	10	1	10	5	9	10	1	10	4	9	9	1	9	5	7
452. Co-operating with.....	10	1	10	5	9	10	1	10	4	9	9	1	10	5	8
453. Extending courtesies and apprecia- tions to.....	10	1	10	3	8	10	1	9	3	8	8	1	9	2	6
454. Keeping appointments with.....	10	1	10	3	9	10	1	10	3	9	8	1	10	3	6
455. Creating proper relationships on per- sonal problems.....	10	2	10	6	9	10	2	9	5	9	6	1	9	3	5
456. Deciding tenure of office with.....	6	1	6	5	4	3	2	1	3	1	2	1	2	3	1
457. INTERVIEWING.....	10	1	10	2	8	10	1	9	2	7	6	1	7	2	4
458. Consulting.....	10	1	10	2	8	10	1	9	3	8	6	2	8	2	5
459. Counseling with.....	10	1	10	3	9	10	1	9	3	8	6	2	8	3	5
460. Inviting criticism of.....	10	2	9	3	8	9	1	8	2	7	5	2	8	3	4
461. Convincing of importance of physical program.....	9	3	9	6	8	10	3	8	2	8	3	2	3	4	2
462. Urging to join gymnasium classes...	6	3	6	4	5	8	3	8	2	6	2	2	1	1	1
463. PARTICIPATING IN CONFERENCES OF.....	10	1	10	2	8	9	1	7	5	7	5	1	9	3	4
464. Attending staff or cabinet meetings with.....	10	1	10	2	8	10	1	9	1	6	3	1	6	2	2
465. Reporting on program activities to..	10	1	10	4	9	9	1	8	3	6	4	1	7	3	3
466. Contributing to discussion with.....	10	1	10	4	9	10	1	8	2	7	5	2	7	4	4

DIVISION V

ACTIVITIES CONCERNED IN INTER-DEPARTMENT RELATIONSHIPS

SUBDIVISION B: GENERAL ASSOCIATION ACTIVITIES

Physical Director's Activities	F	D	I	S	C
1. CAMPAIGNS (MEMBERSHIP, FINANCIAL, ETC.)					
67. PARTICIPATING IN CAMPAIGNS.....	4	7	9	9	7
68. ASSISTING AS WORKER.....	3	7	6	5	4
69. ACTING AS TEAM CAPTAIN.....	2	8	1	5	2
70. ATTENDING CAMPAIGN MEETINGS.....	4	1	9	1	4
71. SOLICITING SUBSCRIPTIONS.....	3	9	4	9	6
72. COLLECTING SUBSCRIPTIONS.....	2	10	1	5	2
73. GETTING MEMBERS.....	6	8	7	7	7
74. STIMULATING CAMPAIGN GROUPS TO WORK.....	3	10	9	8	7
75. PREPARING CAMPAIGN PUBLICITY MATERIAL.....	2	9	5	8	5
76. ENLISTING VOLUNTEER SERVICE.....	5	8	10	8	8
2. CAMP					
77. CONDUCTING CAMP.....	1	9	3	10	4
78. ACTING AS COUNSELOR.....	2	2	5	8	3
79. SUPERVISING RECREATION.....	2	4	7	9	5
80. INSPECTING.....	2	3	5	8	3
3. CO-OPERATIVE ACTIVITIES (SPECIAL WEEKS, ANNUAL MEETINGS, SOCIAL EVENTS, BANQUETS, ETC.)					
81. ORGANIZING.....	5	8	8	9	9
82. ENLISTING ATTENDANCE.....	6	7	8	8	8
83. CO-OPERATING WITH OTHER DEPARTMENTS.....	7	2	9	4	6
84. PARTICIPATING.....	8	1	7	1	4
85. ATTENDING.....	8	1	8	1	5
86. ASSISTING AT.....	8	1	7	1	4
87. SUBSTITUTING FOR OTHER SECRETARIES AT.....	3	2	3	1	2
4. DESK DUTY					
88. SERVING IN LOBBY.....	3	3	1	2	1
89. WORKING AT RECEPTION DESK.....	3	3	1	2	1
5. JANITORIAL SERVICE					
90. DOING JANITOR'S WORK.....	1	4	1	1	1

DIVISION VI

ACTIVITIES CONCERNED WITH PERSONAL AND PROFESSIONAL
ADVANCEMENT

(For instructions in reading the table, see p. 82)

SUBDIVISION A: LITERATURE

Physical Director's Activities	F	D	I	S	C
491. OBTAINING READING MATERIAL.....	10	2	10	7	10
492. READING TECHNICAL MATERIALS ON PRINCIPLES OF PHYSICAL EDUCATION, ON TECHNIQUE OF INSTRUCTION, ON ACTIVITIES.....	10	4	10	8	10
493. TAKING READING COURSES (STATE Y.M.C.A., ETC.).....	6	2	6	4	5
494. PREPARING FOR GRADING.....	9	10	9	7	10
495. READING GENERAL LITERATURE (BOOKS, MAGAZINES, ETC.)	10	1	10	3	9
496. WRITING ARTICLES, MANUALS, ETC.....	7	10	7	10	10

SUBDIVISION B: PROFESSIONAL TRAINING

497. PARTICIPATING.....	5	9	10	8	8
498. ATTENDING AN ASSOCIATION COLLEGE.....	1	10	9	9	6
499. ATTENDING SUMMER SCHOOL.....	3	7	9	9	7
500. ATTENDING REGULAR TRAINING COURSES.....	2	10	7	8	7
501. PREPARING A THESIS.....	1	10	7	10	7
502. SUPERVISING.....	2	8	6	8	4
503. Teaching in summer school.....	1	10	4	9	4
504. Teaching in training centers.....	1	10	5	9	5
505. Studying the work of training schools.....	3	9	7	8	6

SUBDIVISION C: CONFERENCES

506. ATTENDING EMPLOYED OFFICERS' CONFERENCE.....	3	5	10	3	4
507. ATTENDING REGIONAL AND STATE CONFERENCES.....	4	4	10	3	5
508. ATTENDING METROPOLITAN CABINETS.....	2	4	7	3	2
509. ATTENDING SPECIAL CONFERENCES (RELIGIOUS EDUCATION, OLDER BOYS, ETC.).....	4	6	7	3	4
510. ATTENDING OTHER CONFERENCES.....	4	3	7	2	4
511. SERVING IN OFFICIAL CAPACITY AT CONFERENCES.....	3	3	5	7	4
512. CONTRIBUTING TO CONFERENCE PROGRAM (PREPARING REPORTS, SPEECHES, ETC.).....	3	4	8	9	6

DIVISION VI

ACTIVITIES CONCERNED WITH PERSONAL AND PROFESSIONAL
ADVANCEMENT

SUBDIVISION D: ORGANIZATIONS

Physical Director's Activities	F*	D	I	S	C
13. Member of (1) American Physical Education Association . .	1	6	6	6	2
514. (2) National Physical Directors' Society of N.A.	9	2	10	7	9
515. (3) Regional society (mid-west physical directors, etc.)	8	2	8	6	7
516. (4) State or local society	10	1	10	6	9
517. (5) Secretary's Alliance	9	2	6	8	8
518. (6) Retirement Fund	8	2	9	8	8
19. SERVING IN OFFICIAL CAPACITY (AS OFFICER, REPRESENTA- TIVE, ON COMMITTEE)	7	8	8	7	8
20. CONTRIBUTING TO PROGRAMS (GIVING ADDRESSES, ASSISTING ON REPORTS, ETC.)	7	9	8	9	9
21. PERFORMING ROUTINE DUTIES (VOTING, ATTENDING MEET- INGS, DISCUSSIONS, ETC.)	7	3	9	5	7

SUBDIVISION E: RESEARCH AND PROJECTS

Physical Director's Activities	F	D	I	S	C
22. CONDUCTING RESEARCH	2	10	6	10	9
23. STUDYING THE COMMUNITY	6	10	10	10	10
24. STUDYING AND INVESTIGATING PROFESSIONAL PROBLEMS . .	7	10	9	10	10
25. CO-OPERATING IN RESEARCH	5	9	9	9	9
26. CONDUCTING INDEPENDENT RESEARCH	3	10	7	10	9
27. APPORTIONING TIME TO VARIOUS ACTIVITIES	8	10	10	8	10
28. ANALYZING SELF AS TO TRAINING, TRAITS, ETC.	9	10	10	10	10
29. CARRYING ON SPECIAL PROJECT	4	10	8	9	9
30. CONSULTING EXPERTS FOR ADVICE (PHYSICIANS, TEACHERS, ETC.)	9	8	10	8	10

* Frequency as applied to membership in the organizations. Activity numbers 513-18 refer to the number of physical directors indicating membership. Decile 1, for instance, shows that less than 10 per cent are members of the American Physical Education Association.

DIRECTIONS FOR CHECKING

The following are the directions which accompanied the master list sent to physical directors in the Young Men's Christian Association in the United States and Canada for their check of the activities on the criteria as indicated.

1. Note that each of the activity statements listed on the left of the pages may be completed by any or all of the titles which appear at the top of the page. Be sure that you understand all that is included in each of these titles before commencing to check. (For example, on page 84, "Organizing" may refer to either "classes," "teams," "clubs," or "other groupings"; or it may apply to all of these titles, as you wish to indicate in checking.)
2. Read the activities to get a clear idea of what they mean.
3. Fill out the columns headed by the letter F (frequency).
Indicate with a dash (—) those activities which you, in your present position, do *not* perform.
Place the letter X after the most frequently performed activities (one a week or oftener).
Place the letter O after the least frequently performed activities (once or twice a year).
Place the letter M after all the other activities; these will be the ones you perform approximately once a month.
Be sure that every space in all the columns headed F on one page is filled in before you proceed to the other columns.
4. Proceed to the columns headed by the letter D (difficulty of learning).
Place the letter O after those activities which you believe you have learned with little or no effort.
Place the letter X after those activities which were, or still are, very difficult for you to *learn* to perform.
Place the letter M after all the other activities; these will be the ones you learn with medium difficulty.
5. Proceed to the columns marked I (importance).
Indicate with a dash (—) those activities which you think ought not to be performed by a physical director.
Place the letter X after those activities in the highest rank of importance—that is, after those which you consider so important as to be essential to the effective conduct of your position.
Place the letter O after those activities which are of least importance.
Place the letter M after all the other activities; these will be the ones of medium importance.
6. Proceed to the column headed S (learning in school).
Place the letter X after those activities which you feel to be so important and so difficult that at least some phase of them *should be taught* in professional courses to all prospective physical directors.
Place the letter O after those activities which the physical director can so readily pick up in his first experience with them, that they do not need to be taught in special training courses.
Place the letter M after all the other activities; these will be midway between the two.
7. Be sure that every space on one page is filled before turning to the next.

INDEX

- Activities of physical directors
classified, 40-101
- Table A—ranks of major activities, 40 f.
 - Table B—most frequently and least frequently performed activities, 42-49
 - Table C—activities most difficult and least difficult to learn, 50-57
 - Table D—most important and least important activities, 58-65
 - Table E—activities for which school training is most essential and least essential, 66-73
 - Table F—activities having the highest and the lowest composite scores, 74-81
 - Table G—master list of activities, with decile ranks, 82-101
- rated for selection, 7-16
- criteria for rating, 10 f.
 - description of tables, 12-16
 - rating of activities by physical directors, 8-10
 - scoring the returns, 11 f.
 - suggested tables, 15 f.
- See also* Applications; Master list of activities
- Applications, 17-39
- construction of units of training, 19-21
 - improvement of practice, 35-39
 - for personnel secretaries, 39
 - the physical department committee, 35 f.
 - society of physical directors, 37-39
 - a Y.M.C.A. physical director, 36 f.
 - limitations of the material, 17-19
 - outline of a unit of training: awards, 22-26
 - suggestions for continuation training, 32-35
 - suggestions for preparatory training, 26-32
 - adequacy of present training, 26 f.
 - contents of units of training, 30-32
 - selection of activities for training, 28-30
- Association (Y.M.C.A.) College, Chicago, ix, 2
- Awards, 20, 21, 22-26
- Bartlett, L. W., vii n.
- Berger, Mrs. V. H., ix
- Boyd, Alden W., ix
- Charters, W. W., viii, ix, 9, 10, 12 n., 27
- Classification of headings. *See* Technical terms
- Continuation training. *See* Applications
- Executive secretaries, vii ff.
- Foss, Martin I., ix, 35 n., 36 n.
- Hogan, R. M., ix, 1 n., 2 n., 3
- Kilpatrick, W. H., 21 n.
- King, Mrs. Reba H., ix
- Master list of activities
 - concerned in administration and supervision, 94-96
 - concerned with a department organization, 91 f.
 - concerned in inter-department relationships, 97 f.
 - concerned with personal and professional advancement, 99 f.
 - concerned with the program, 84-90
 - concerned with promotion, 93
 - directions for checking, 101
 - evaluation of the master list, 5 f.
 - explanation of, 15 f., 82 f.
 - identifying the activities, 1-3
 - the list, with decile ranks, 82-101
 - preparing the master list, 3-5
- Method of training. *See* Applications
- Personnel secretaries, improvement of practice of, 39
- Physical department committee, improvement of practice of, 35 f.
- "Physical director," use of term, vii
- Physical directors. *See* Activities of physical directors; Applications
- Preparatory training. *See* Applications
- Professional education, vii, 26

- Society of physical directors, improvement of practice of, 37-39
- Technical terms used, 3, 7, 10 ff., 40
- Training, definition of, 7. *See also* Activities rated for selection; Applications
- Tyler, R. M., 9, nn. 1 and 2; 11 n.; 12
- Units of activity for training purposes. *See* Applications
- Waples, Douglas, 9, 10 n., 12 n., 27
- Young Men's Christian Association, ix, 1, 2, 4
- Y.M.C.A. Executive Secretary, The*, vii

LIBRARY



11 076 563

BV

877487

1145 Bartlett

B3

Cop. 2

Y. M. C. A. physical director

APR 8 '32

J. M. Hamilton ^{Desk} 14

MAY 21 '32

APR 25 '32

Dr. Chace

APR 26 '32

JAN 17 '34

C. V. Lewis

FEB 1 '34

MAR 12 '33

M. Krauel

ILL Boston U

BV

877487

1145

.B3

Cop 2

THE UNIVERSITY OF CHICAGO
LIBRARY



11 076 563